DOCUMENT RESUME

ED 269 205 RC 015 709

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TITLE Rural Education Curriculum Resource Booklet. Faculty Guide to Rural Education Resources Available at the College of Saint Rose.
INSTITUTION College of St. Rose, Albany, N.Y.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 85
GRANT G008301642
NOTE 112p.; For related documents, see ED 190 292, ED 225 771, ED 241 198, ED 241 202.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Competence; Curriculum Enrichment; *Educational Resources; Higher Education; Instructional Materials; *Preservice Teacher Education; Relevance (Education); *Rural Education; *Special Education
IDENTIFIERS *College of Saint Rose NY; New York

ABSTRACT

Recognizing that New York State has one of the largest rural populations in the United States and that it is impossible to institute special curricula at the College of Saint Rose (CSR) to train future special education teachers for rural areas, this manual was compiled to provide CSR Education Division faculty with a guide to available existing resource materials in rural education which would permit selection of objectives, competencies, activities, and/or materials appropriate to a specific course/topic and to supplement and complement existing course materials. Primary resources were the 19 Rural Education Preservice Modules prepared by Western Washington University's National Rural Research and Personal Preparation Project. Five major competencies were identified from Marrs' "A Bandwagon Without Music: Preparing Rural Special Educators": awareness of the nature of rural schools and their surroundings, understanding of differences involved in serving handicapped students in rural and urban settings, knowledge of "state of the art" rural special education, skills in working with parents of rural handicapped students, and understanding of personal development skills for professional growth and for building local support system. Sample and content activities to meet these competencies are excerpted or cited from the National Rural Project Modules. A list of the 19 Rural Project Modules and a 35-item bibliography complete the document. (NEC)

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RURAL EDUCATION CURRICULUM RESOURCE BOOKLET

Faculty Guide to Rural Education Resources

Available at The College of Saint Rose

1985

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This handbook is made available through funding from the College of Saint Rose Rural Education Grant #G008301642.

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RC 015709

INTRODUCTION

This manual results from U.S. Department of Education Grant No. G008301642, "Collaboration of The College of Saint Rose and Chief School Officers to Improve Service to Handicapped Students." The Grant has been awarded to the College of Saint Rose (CSR) since June, 1983. It is concerned with the education of handicapped students in rural school districts. The Grant is intended to assist CSR Division of Education faculty improve preservice programming and teacher training to better meet the needs of handicapped learners in rural settings.

The project has two main goals:

(1) to assist rural Chief School Officers (CSOs) to design staff development activities which address the specific problems encountered in their school districts in attempting to meet the educational needs of handicapped students in regular classrooms; and,

(2) to establish a preservice teacher education program at CSR that produces graduates with the knowledge, skills, and attitudes which will enable them to work successfully with mainstreamed learners in rural school districts.

To achieve the goals, there have been five major objectives for the grant:

(1) to improve the education of handicapped students in regular classes by helping CSOs plan staff development programs;

(2) to utilize the expertise of rural CSOs in local education agencies (LEAs) to improve the preservice curriculum at CSR, such that graduating teachers will have the skills to work more effectively with handicapped learners in rural school settings;

(3) to provide practicum and student teaching settings in which the unique needs of handicapped students in rural school districts are being addressed;

(4) to provide preservice students the opportunity to serve as "rural interns" in selected rural school districts; and,

(5) to provide a model program for other teacher training institutions.

The grant activities are directed toward CSOs, who will benefit from improved staff development programs, toward CSR Education faculty and preservice Education students, who will benefit from increased knowledge and skills about handicapped children in rural settings, and toward handicapped children in rural districts who will benefit from the improved training and skills of their teachers.

This manual is directed toward the CSR Education Division faculty to supplement the existing special and regular education curricula. It is intended to assist faculty in enriching their courses and programs at CSR, such that our graduates will be better prepared to serve the handicapped students in rural settings.

Rationale

New York State has one of the largest rural populations in the United States. For the past two years, the staff of the Rural Education Grant has been conducting research about and gathering data on rural schools with particular emphasis on rural special education. As a result of this work, the staff has realized that teachers who work in rural areas need to receive additional instruction to help them become successful teachers.

In order to be successful professionally, rural teachers must assume broader responsibilities, maintain closer relationships between school and

community and cope with greater personal and professional isolation than their counterparts in urban or suburban school districts; this may require more background in interpersonal skills (Massey & Crosby, 1983). Rural teachers and administrators commonly work in isolated communities, often juggling more than one grade or special population with little inservice support, and usually with limited budgets for the entire school system; this may require students to receive additional instruction in rural sociology and the characteristics of rural communities (Meier & Edington, 1983).

Recognizing the impossibility of instituting special curricula at CSR to train future teachers for rural areas, the staff of the Rural Education Grant has compiled this manual to provide CSR Education Division faculty with materials that can be adapted to the existing general Education and Special Education curricula. This "curriculum infusion approach" allows an instructor to select objectives, competencies, activities and/or materials appropriate to a specific course or topic and to supplement and complement the existing course materials.

Purpose

The purpose of this handbook is to serve as a guide to available existing resource materials in rural education - primarily the nineteen Rural Education Preservice Modules prepared and disseminated by the National Rural Research and Personnel Preparation Project (NRP), Western Washington University, Bellingham, Washington.

The five major competencies were taken from the master list of rural special education preservice competencies provided by Lawrence W. Marrs in the National Rural Project Module A Bandwagon Without Music: Preparing Rural Special Educators, 1983, page 13.

Where possible, sample content and activities to meet these competencies were excerpted from the National Rural Project Modules and provided in this guide for the Instructor. Where the relevant materials were too long to reproduce, the guide refers the Instructor to the appropriate modules, with page numbers and suggested uses being given. All materials, both excerpted and non-excerpted, are available in the Grant Office.

A complete list of the nineteen National Rural Project Modules and a bibliography of pertinent articles can be found at the end of this guide.

Five Major Competencies for a Core Curriculum for Rural (Special) Preservice Teachers

1. Students will demonstrate an awareness of the nature of rural schools and their surroundings.

2. Students will demonstrate an understanding of differences involved in serving handicapped students in rural and urban settings.

3. Students will demonstrate knowledge of the "state of the art" of rural special education, including an awareness of service delivery models for rural handicapped students and creative resource identification for providing services to rural handicapped students.

4. Students will demonstrate skills in working with parents of rural handicapped students.

5. Students will demonstrate an understanding of personal development skills (a) for their own professional growth and (b) to build a local support system in their rural environment.

SOURCE: National Rural Project Module A Bandwagon Without Music: Preparing Rural Special Educators, Lawrence W. Marrs, 1983, p. 13.

COMPETENCY 1: Students will demonstrate an awareness of the nature of a rural school and its community.

OBJECTIVE 1: Students will develop an awareness of the definition of rural, the diversity of rural schools, and some strengths of rural education.

Sample content and activity:

A. Ensuring Excellence in Rural Education Executive Summary (Attachment 1A) provides a brief overview of rural schools, including the diversity of rural schools and some strengths inherent to rural schools and communities. The last paragraph suggests some points to consider when attempting to understand rural schools - all of which are addressed in the series of modules prepared by the National Rural Project and this Guide to those modules. This article could be used to prepare an introductory lecture/ overview of the nature of a rural school.

B. Additional resources for Objective 1 which provide background information that are available from the Grant Office are:

1. Meier, E. & Edington, E. (1983) Research Synthesis: Teacher Preparation for Rural Schools. Research in Rural Education, 2 (1), 3-8.

2. Guenther, J. & Weible, T. (1983) Preparing Teachers for Rural Schools. Rural Education, 1 (2), 59-61.

3. Halpern, Robert (1982) Special Education in Rural America. The Educational Forum, 46, (4), 491-501.

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ATTACHMENT*
1A

Ensuring Excellence in Rural America
Executive Summary

*Excerpt from: Ensuring Excellence in Rural Education Report, prepared by The American Association of School Administrators (this report is available from the Grant Office)

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Ensuring Excellence in Rural Education*

Executive Summary

Like the small stones that must fit around the big ones to make a strong wall, the small, rural school districts of this country are an essential part of American education.

Well into this century, the public education system was dominated by its rural schools. As recently as 45 years ago there were 150,000 one-room schoolhouses scattered about the countryside; now there are fewer than 1,500. Since then, the number of school districts has dropped from 128,000 to less than 16,000. But so pervasive were the values and structure of these rural schools that they linger today in the perception of what schools should be like.

In numbers of children, these small, mostly rural schools, still are important. Approximately one-third of the nation's elementary and secondary public school students attend schools in small towns and rural areas. Two-thirds of the nation's school districts enroll fewer than 2,500 students.

The U.S. Census Bureau defines as non-metropolitan all areas outside of centers with 50,000 population or more. Under this standard, 17 states are predominantly rural. Finding a satisfactory definition for "rural" is a difficult task. There are many exceptions to any suggested rule, owing to the diversity of rural communities.

Contrary to popular belief, few people in rural areas are farmers (only one in nine). In the South, there is a tremendous concentration of the poor, mostly minority. Forty-one percent of all blacks living outside of metropolitan areas have incomes below the poverty level. Almost all of them live in the South.

Rural school districts average about 20 percent less spending per pupil than metropolitan districts and have fewer extended educational services, such as vocational education and preschool programs. While geographic isolation protects many rural school districts from the social problems of urbanized areas, it also deprives them of the resources of the cities, such as cultural conveniences and professional development opportunities. Also, transportation of students in sparsely populated areas is extremely costly and administratively burdensome.

Yet, polls show that rural people are generally pleased with their schools. Those who work in the schools believe they are doing a good job of teaching basic skills. Through a personalized environment, rural schools offer more leadership opportunities to students. Standardized test results show that the greatest improvement in reading has been among younger minority children in the predominantly rural Southeast.

*Excerpt from: Ensuring Excellence in Rural Education Report, prepared by The American Association of School Administrators

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The most important characteristic of rural schools, however, is their differences from each other. They are in farming, fishing, mining or recreational areas; they may be in the tiny communities of Vermont, or spread 100 miles apart in the ranch country of Oregon. One researcher has defined five distinct types of rural schools: (1) stable, white, homogeneous, agricultural and mostly in the West or Midwest; (2) depressed, with marginal sources of income and mostly in the South; (3) high growth, such as the "boom towns" of the energy states; (4) reborn, those mostly in new recreation areas where people are coming by choice; and (5) isolated, such as those on islands or mountaintops.

Another important factor to consider about rural schooling is that for the first time in 160 years the migration pattern reversed in the last decade. More people are moving to rural areas than away from them. While this may be economically advantageous for the communities, rural schools are being asked to deliver varieties and levels of educational services not required before. In addition, they are beginning to face some of the same social problems of more urbanized schools.

There are many strengths in rural education. While urban schools strain to develop community involvement in schools, rural areas abound with it. Community support and involvement run deep in rural schools. The question of retaining a particular rural school can quickly become a community "cause." Rural schools also are pivotal to economic development within a community.

To avoid further consolidation and to strengthen programs, rural schools have found creative ways of cooperating with each other. Often these arrangements are made through educational service agencies. These agencies provide administrative and instructional services and link rural schools to helpful resources, such as the National Diffusion Network and rurally oriented clearinghouses and laboratories.

Rural school districts have experimented with innovative organizational arrangements, such as the four-day week or creative instructional programs, such as the Foxfire project in Georgia.

Although teacher training programs designed for rural settings are scarce, where they do exist they have been very helpful. Likewise, serving special populations is particularly difficult for rural schools, but the results have been truly dramatic in several communities. These include Palmer County, Ala. where black residents became active in school board politics, and Box Elder, Mont. where Indian students were trained to become teachers in their own communities.

The most promising development for rural schools is the integration of new technologies into the rural education programs. Rural educators generally believe technology can provide rural schools with greater flexibility in the curriculum and can help overcome distance, transportation and cost barriers rural schools face in providing quality programs.

SOURCE: Ensuring Excellence in Rural Education Report, prepared by The American Association of School Administrators

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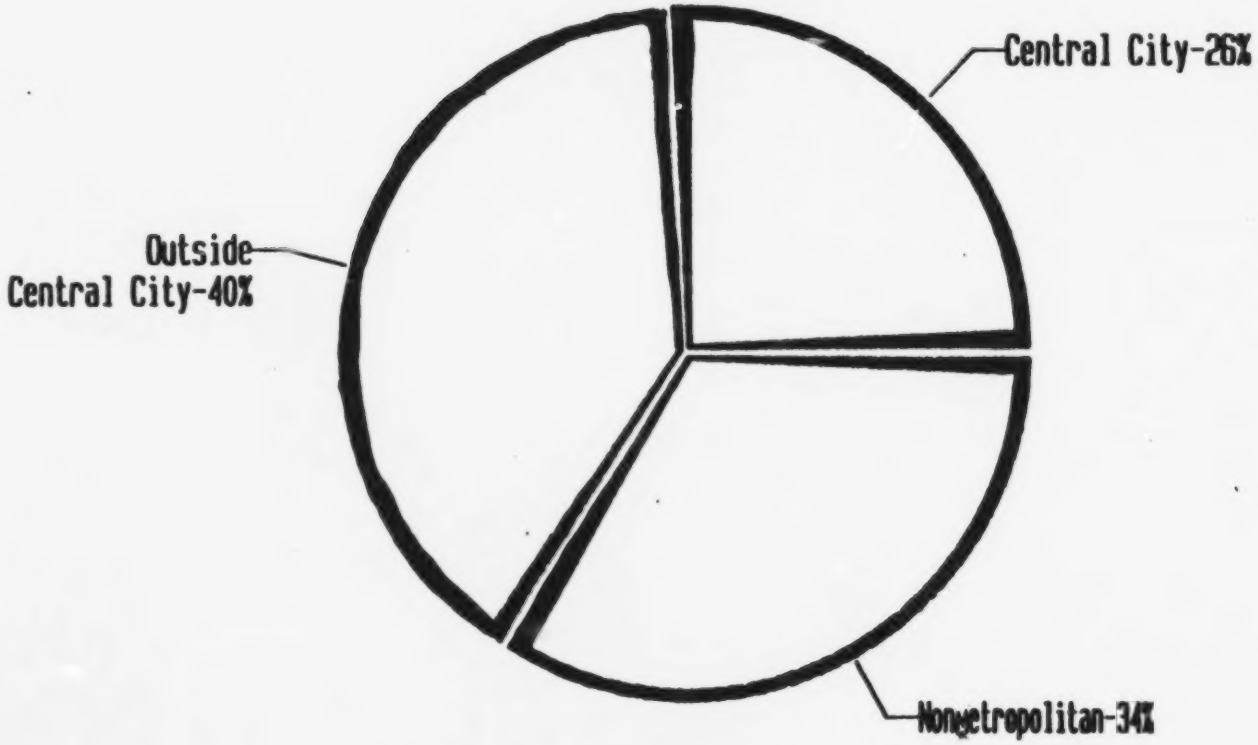
NUMBER OF STUDENTS

By Metropolitan Status
(43 Million Students)



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SOURCE: Ensuring Excellence in Rural Education Report, prepared by The American Association of School Administrators

This report, drawn primarily from the contributions to a national conference in May 1982 on "Ensuring Excellence in Education for Rural America," sponsored by the U.S. Department of Education, examines these smaller, far-flung fragments of our educational system. It weighs some of their problems and merits and suggests how to help them fit into a firm, excellent foundation for the American society.

This report contains speeches and discussions from the conference, but also, it searches out other material to reinforce the themes expressed by participants or to illuminate other concerns that consistently appear in literature about rural schools.

Ever since the Northwest Ordinance required pioneer settlers to designate land for the support of a school -- adopted even before our Constitution was approved -- the public school system, until recently, has been dominated by its rural quality. As the country became urbanized, the nostalgia of this legacy lingered so that its values still are intermingled with the perceptions of what schools, even in our most crowded cities, should be like.

As recently as 50 years ago, about half the enrollment currently in public schools was scattered throughout 128,000 school districts; now, there are only 16,000 districts. Millions of today's older adults attended the 150,000 one-room schoolhouses that existed only 45 years ago. Less than 1,500 such schools remain, almost all of them in very isolated areas. Indeed, these small schoolhouses, with their turreted bell towers, pot-bellied stoves and clapboard walls, rapidly are becoming cherished symbols of a past educational heritage.

But to talk of rural education is not to confine the subject to a historical postscript. Nearly one-third of the nation's elementary and

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SOURCE: Ensuring Excellence in Rural Education Report, prepared by The American Association of School Administrators

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secondary school students attend schools in small towns and rural areas (see chart). Of the nation's 16,000 school districts, 12,000 of them enroll fewer than 2,500 students.

However, to understand their importance, which extends far beyond numbers, we need to look at where they are, their characteristics, and the changes they are experiencing. We then will discuss some of the strengths of rural schools, look at specific problems they face and conclude with recommendations from conference participants.

SOURCE: Ensuring Excellence in Rural Education Report, prepared by The American Association of School Administrators

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COMPETENCY 1: Students will demonstrate an awareness of the nature of rural schools and their surroundings.

OBJECTIVE 2: Students will demonstrate an understanding of the context of a rural school and its environment.

The sample content (a stimulus paper and transparency masters) as well as the suggested activities which follow were taken from the National Rural Project's module THE STATE OF THE ART OF RURAL SPECIAL EDUCATION (pages 7-8, 29-38, and page 80) and are used here with permission of the National Rural Project, Western Washington University, Bellingham, Washington. The entire module is in the Grant office and is available for faculty use.

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COMPETENCY 1
OBJECTIVE 2

ACTIVITIES*

Students will demonstrate an understanding of the context of a rural school and its environment.

A. Students should read the stimulus paper, "Problems in Implementing Comprehensive Special Education Programming in Rural Areas." It is suggested that the instructor then discuss this paper with students. A master for a transparency of Table I, "Problems Identified By State Education Agencies" is provided (Attachment 2B) A transparency master is also provided for "Problems and Resources in Implementing PL 94-142 in Rural School Districts," which will be used for the next portion of this exercise. (Attachment 2C) } Attachment 2A

B. Divide the class into several small groups and have each group brainstorm problems and resources in implementing PL 94-142 in rural school districts. Suggest to the group reporter (preferably taking notes on newsprint so that the group reports may be shared by hanging them on a wall in the classroom), that an "N" be placed by the suggestions contributed by persons who are not native to rural America and an "R" be placed by the names of the students who are from rural areas.

After the groups have reported, the professor or someone who he/she appoints should compare the differences in responses from students who are from rural versus non-rural areas. The class should discuss the significance of these differences.

C. The instructor should share the stimulus list of "Problems and Resources in Implementing PL 94-142 in Rural School Districts," (see Attachment 2C) for comparison purposes. It should be explained that the list was generated by site visits in over 100 rural school districts

*Excerpt from THE STATE OF THE ART OF RURAL SPECIAL EDUCATION, National Rural Project module

across the United States, representing all major geographic, socio-economic, and cultural lifestyles. The instructor may choose to have the students' lists of problems and resources and the sample listing grouped into categories upon which the students decide (e.g., problems/resources related to attitudes, funding, community values, etc.).

ADDITIONAL RESOURCE RELATED TO COMPETENCY 1:

A. National Rural Project Module Warren Springs Mesa, A Rural Preservice Simulation for use with NRP-developed modules - is a profile of a rural cooperative - provides students exposure to an example of a "real" rural setting. It can be used with all of the competencies to provide insights into problems and solutions of a rural special educator. Attachment 2D is an excerpt from the Warren Springs Module. The entire module is available in the Grant Office.

B. National Rural Project Module THE STATE OF THE ART OF RURAL SPECIAL EDUCATION contains additional stimulus paper "Strategies and Promising Practices" and additional activities to further develop student awareness of the nature of a rural school and its environment -see especially pages 9-14 of the module and Appendix B. The module is available from Grant Office.

C. Final Report of the National Rural Research and Personnel Preparation Project contain an in-depth study of rural special education. This is available from the grant office.

D. NRP module Ensuring Excellence in Rural Education prepared by the American Association of School Administrators contains an over-view of rural school districts and their diverse environments, examples of excellence in existing rural schools, and problems that need to be addressed. This module is available from the grant office.

Problems in Implementing Comprehensive Special Education Programing in Rural Areas

DORIS I. HELGE

Abstract: Data were collected for the National Rural Research and Personnel Preparation Project, funded by the Bureau of Education for the Handicapped, to investigate problems in implementing comprehensive special education programs. Cultural, geographic, climatic, socioeconomic and other inhibiting factors were analyzed in relation to implementation of Public Law 94-142, the Education for All Handicapped Children Act of 1975. Although all major aspects of P.L. 94-142—the concept of the least restrictive environment; due process procedures; individualized education programs (IEP's), and parent involvement—were identified as problems for rural schools three primary hindering factors were identified: (1) teacher retention and recruitment problems, (2) rural attitudinal problems, and (3) problems based on rural terrain. It was found that these problems emanated from tradition bound rural environments and were exacerbated by geographic and climatic demands of remote, isolated areas. The initial study was followed by a study identifying interrelated effective and cost efficient service delivery strategies and community and district subtypes.

DORIS I. HELGE is Director, Center for Innovation & Development, Murray State University, Murray, Kentucky.

■ Two-thirds (67%) of all schools in the United States are in rural areas, and the majority of unserved and underserved handicapped children are located in rural America ("BEH Lacks Special Education Strategy," 1979; Sher, 1978). Traditional problems associated with implementing comprehensive special education programs in urban districts are compounded in rural areas. Vast land areas, scattered populations, and lack of services for low incidence handicapping conditions are obstacles to the development of programs requiring highly trained personnel and specialized facilities and equipment. It has been determined that costs per unit of special services are higher in rural than in urban areas (Offices of Rural and Human Development, 1976).

Effecting change in rural school districts may be made more difficult because "innovators" are perceived as external entities imposing change upon the small school. The innovator may fail to (1) survey strengths as well as weaknesses, (2) adequately assess characteristics of the community and district, or (3) realize the necessity to individualize service delivery strategies with respect to particular community and district characteristics. In fact, most literature addressing rural service delivery systems and strategies has assumed that resources and abilities exist to implement a continuum of services, regardless of district size. When it is understood that rural schools

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ATTACHMENT 2A
STIMULUS PAPER

Excerpt from the National Rural Project Module THE STATE OF THE ART OF RURAL SPECIAL EDUCATION, pp. 29-35

range in enrollment from 1 to 2,500 children and that they are located in geographical districts incorporating from less than 50 to 50,000 people (National Center for Educational Statistics definition), the diversity in district structures becomes apparent.

NATIONAL RURAL RESEARCH AND PERSONNEL PREPARATION PROJECT

The National Rural Research and Personnel Preparation Project (NRP), was funded to investigate state and local education agencies nationwide in order to determine problems and effective strategies for implementing Public Law 94–142, the Education for All Handicapped Children Act of 1975. The NRP received funds from the Bureau of Education for the Handicapped (BEH) to develop profiles of effective special education delivery systems and strategies, given specific rural community and district subculture characteristics. Profiles are based on systematic data gathering techniques. Each profile interrelates (1) community characteristics (e.g., low socioeconomic status community 250 miles from diagnostic specialists), and (2) school district characteristics (e.g., regular class teachers apprehensive about mainstreaming, lack of administrative support, or lack of speech therapist), with (3) service delivery options proven viable in other local education agencies with similar characteristics.

This article reports rural special education delivery system problems identified during Phase I of the four-phase National Rural Research and Personnel Preparation Project. Phase I, conducted during 1978–79 as a BEH Special Project, focused on identifying facilitating and hindering factors that operate to determine the success or failure of rural local education agency compliance with P.L. 94–142. Phase I involved a study of 19 state education agencies.

Phase II, conducted in 1979–80, investigated 80 rural school districts and cooperatives throughout the United States. This phase culminated in development of profiles interrelating effective service delivery strategies and particular community and district characteristics. Cost analysis data were gathered for each effective service delivery strategy identified.

Phase III (1980), involved using Phase I and II data to develop interdisciplinary models of personnel preparation for effective service delivery to rural subcultures. Phase IV (1980–81) includes field testing and dissemination of personnel preparation models for use in preservice and inservice training.

METHODOLOGY

The project involved 19 (38%) of the nation's state education agencies during 1978–79. Using comprehensive literature review data and collaboration with other national groups and BEH State Plan Officers, state sampling procedures were designed to include major geographic, cultural, and socioeconomic lifestyles in the United States. States included were Alaska, Colorado, Hawaii, Illinois, Kansas, Kentucky, Maine, Minnesota, Montana, Nevada, New Hampshire, North Carolina, Oregon, Tennessee, Texas, Utah, Vermont, and Wyoming.

Data were collected using a formal questionnaire and interview process. The project questionnaire focused on ascertaining problems and successful compliance strategies in a rural culture for each of the four major aspects of P.L. 94–142: individualized education programs (IEP's), least restrictive environment, procedural safeguards, and parental participation.

The following items represent the portions of the questionnaire in which state education agency personnel were asked to describe problems of rural local education agencies or cooperatives attempting to implement P.L. 94–142. (Complete questionnaire items and data analysis are available upon request.)

1. Describe cultural and socioeconomic patterns and lifestyles inhibiting full implementation of P.L. 94–142.
2. Identify geographic and climatic factors preventing full implementation of P.L. 94–142.
3. Describe difficulties of local education agencies in implementing P.L. 94–142 and reasons for such difficulties. Identify relationships of these difficulties to cultural, geographic, or socioeconomic patterns discussed earlier.
4. State the average annual attrition rate of special education staff.

State education agency personnel were requested to adopt the following definition of *rural*:

> A district or cooperative is identified as rural when the number of inhabitants is less than 150 per square mile or when located in counties with

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60% or more of the population living in communities no larger than 5,000 inhabitants. Districts with more than 10,000 students and those within a Standard Metropolitan Statistical Area (SMSA), as determined by the U.S. Census Bureau, are not considered rural.

RESULTS

Data provided a broad view of issues currently affecting rural local education agencies and cooperatives attempting to implement comprehensive special education programing. State officials reported most difficulty in three categories: (1) staffing problems, (2) attitudinal variables, and (3) problems based on rural geography.

Table 1 shows that 94% of states surveyed reported that recruiting and retaining qualified staff to educate handicapped children were major problems for rural local education agencies. Attendant cultural and geographic factors were serious service delivery inhibitors; 88% of all states reported "resistance to change," 72% reported "suspicion of outside interference," and 83% reported "long distances between schools and services" as prominent problems.

In addition, a majority of states described other factors closely associated with rural culture including resistance to change, isolated or difficult terrain, and fiscal problems. For example, reports included "icy, muddy roads" (66%), "mountainous areas" (61%), "cultural differences" (66%), and "low tax bases" (55%).

Clearly, rural cultural factors such as conservatism and suspicion of outside interference combined with long distances to travel under adverse circumstances created serious problems in recruiting and retaining qualified personnel. Sparse populations and resistance to change exacerbated problems of rural special education delivery systems. Poverty and low tax bases further inhibited full service delivery to handicapped students—particularly culturally different special needs students, even though geographic variations of this trend were identified.

TABLE 1

Problems Identified By State Education Agencies[a]

Type of problem	Percent of states
Difficulty recruiting qualified staff	94[b]
Difficulty retaining qualified staff	94[b]
Resistance to change	88[b]
Long distances between schools	83[b]
Suspicion of outside interference	72[b]
Cultural differences	66[b]
Icy, muddy roads	66[b]
Mountainous areas	61[b]
Low tax base	55[b]
Economic class differences	50
Language barriers	44
Marginal roads	44
Migrant employment	33
Air transportation required	22
Mining employment	22
High unemployment	17
Fishing employment	11
Timber employment	11
Farm employment	11
High level of poverty	11
Water transportation required	6
Family size	6

[a] N = 19.
[b] Predominant problem area.

MAJOR IMPLEMENTATION PROBLEMS

Data were clustered by cultural, geographic, climatic, socioeconomic, and "other" inhibiting factors regarding implementation of P.L. 94–142 in rural schools.

Cultural Factors

Language barriers. Eight states (44%) reported that language differences among population subcultures hindered implementation of P.L. 94–142. In particular, this factor decreased the capacity of local districts to obtain assessment personnel able to speak the appropriate language. It also affected the quality of interaction between the school and parents of the handicapped students.

Cultural differences. Nearly two-thirds (66%) of the schools reported that cultural differences created barriers for local school districts attempting to fully implement P.L. 94–142.

Because some subcultures do not value education as highly as the majority population does, it was more difficult for school districts to identify and plan for children in such cultures.

Many handicapped children able to perform acceptable and productive roles in their subcultures without the benefit of special educa-

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tion programs were not perceived as handicapped by their cultures. However, as they entered the mainstream of American society, they often faced seemingly insurmountable barriers.

Generally, the presence of culturally different populations made it necessary to search for staff who possessed the minority language and were sensitive to the needs and natures of the subcultures. Personnel with these characteristics plus appropriate certification credentials were unavailable in many areas.

Resistance to change. Resistance to change was reported as a major inhibitor by 16 of the 19 state education agencies (88%) queried. In a vast majority of cases, residents of rural areas clearly valued tradition. In addition, state education agency personnel reported a general suspicion of innovations and a reluctance to change practices without a clear demonstration that change improves an existing situation.

State education agency descriptions of this trait in practice ranged from problems with school administrators' attitudes toward least restrictive environment concepts to a general hesitancy in the community to adopt changes perceived as imposed by external forces (e.g., P.L. 94–142). In some states it was reported that local districts had refused flow-through funds rather than adjust programs to meet the requirements of P.L. 94–142 and Section 504 of the 1975 Amendments to the 1973 Vocational Rehabilitation Act.

School board members, administrators, educational staff, and parents were reported resistant to program change. Since traditional decisions, values, and operations were perceived as having been established in the best interest of children, efforts to alter these processes frequently met with a great deal of resistance.

Economic class differences. Nine of the state education agencies (50%) reported that economic class differences placed some degree of restriction on rural school abilities to fully implement P.L. 94–142. This problem was distributed across all regions.

The predominant factor identified was the difference in the value placed upon educating handicapped students. It was reported that some local education agency cultures did not favor expenditures for individuals whom they did not feel would be productive ultimately. An additional mitigating factor was the existence of economically deprived parents of handicapped children who had more immediate subsistence concerns than the education of their children. As a result, many local education agency personnel reportedly were frustrated by these parents who would not or could not pay the same degree of attention to their children's educational program as do some parents in higher income groups.

Geographic and Climatic Inhibiting Factors

Poor roads. Marginal roads were reported by 44% of all state education agencies as causing serious problems in the provision of full educational services to handicapped children.

In many instances, the impact directly affected itinerant staff more than handicapped children. Poor road conditions added to the travel time required to move from one assignment to another. Consequently, units of actual service were determined to cost more under such conditions than in areas where roads were better.

Mountainous areas: icy, muddy roads. It was reported by 61% of all state education agencies that mountainous areas negatively affected full service delivery, and by 66% that icy, muddy roads inhibited full service. These factors were present in all regions except the Southwest, and contributed to higher costs per unit of service. In addition, they were directly responsible in many instances for disrupting continuity of (already inadequate) services and contributing to long delays in delivery of assessment and evaluation procedures.

Although such conditions affected total educational systems in these areas, special education services were more severely affected, especially when services were provided outside the district or on an itinerant basis.

Distance between schools and services. By far the most serious problem in this cluster identified by state education agencies was the prevalence of long distances between rural schools and special education services. Fourteen states (79%) reported this as a critical factor. The problem was compounded in schools with insufficient numbers of handicapped students to financially justify employing full-time special education staff or consultants. State education agencies reported that service deliv-

ery involved either long bus rides for handicapped students or an unusual amount of travel time by itinerant specialists. The first alternative in practice had serious implications in light of the least restrictive environment requirement of P.L. 94-142, and use of the second alternative raised questions in many instances concerning the appropriateness of sporadically delivered services.

No state reported completely satisfactory solutions to such problems. Some rural schools had used paraprofessionals to implement programs developed and supervised by certified staff. However, state officials in many cases voiced serious concern about the adequacy of such services because of the level of paraprofessional training and the lack of meaningful regular supervision. Also, the salaries received by paraprofessionals in many instances were not sufficient to attract persons well suited to make the ideal commitments to handicapped students.

Socioeconomic Factors

Low tax base. Ten state education agencies (55%) reported that low tax bases had some impact on rural district abilities to deliver full services. Inequities in state tax laws, school financing, and funds distribution were reported. These problems were distributed across all regions. In some states it was felt this would be corrected in the near future, as deficiencies in state funding formulas were being corrected. In other instances, rapid growth in population because of frequent transient industrial development made it difficult for local districts to fund programs.

Suspicion of external (federal and state) interference. Suspicion of "outside interference" was identified as a major problem in all regions. 72% of state education agencies surveyed reported that this attitude contributed to difficulties in implementing P.L. 94-142. In the Northeast, people reportedly had long exhibited pride in self sufficiency. In the West, strong feelings of resentment toward federal bureaucracy were evident. In some areas of the Northeast, local districts had refused flow-through funds in order to avoid federal monitoring. It was reported that in spite of this fact, local education agencies were meeting legislative requirements.

Suspicion of external interference was closely related to the earlier reported item, resistance to change. Many rural areas were proud of their traditions and perceived mandated changes as threats to their ability to control their own destinies. It was reported that such suspicions were sometimes more strongly held by school officials and board members than rural citizens in general. Ironically, in this instance, externally mandated changes would have included more active participation by parents and community groups in the development of educational services for handicapped children. However, some state education agencies reported difficulties in appropriately increasing their monitoring roles as required by P.L. 94-142 because of suspicion regarding external mandates.

Migrant employment. Six state education agencies (33%) in four of the five regions reported that migrant employment inhibited rural schools' abilities to deliver full service. Because of difficulties in tracking migrant children for service delivery as they moved from site to site, program continuity was reported to be a serious problem.

In some western states, heavy development of energy resources had resulted in temporary influxes of workers and placed acute demands on local education agencies for service delivery. School districts were reluctant to seek new funds for programs that might not be necessary in the future; services in some such areas were extremely inadequate.

Difficulty recruiting and retaining qualified staff. Only one state from the Northwest reported no difficulty attracting and retaining qualified staff. Of the states participating in the study, 94% reported this as a major problem in implementing full services to handicapped children.

Many state officials expressed serious doubts that this problem could be solved without modifying current certification regulations. Social isolation, extreme weather conditions, inadequate housing, and low salaries created conditions that made it difficult to employ special education staff in many rural schools. Many positions remained unfilled for months and others for years.

It was noted that many rural special education staff members hired were young and inexperienced. Social and cultural isolation reportedly encouraged most of these teachers to abandon the rural schools as soon as openings

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occurred in more urban settings. Some states estimated an annual teacher turnover of 30–50% with almost complete turnover every 3 years. Attrition rates such as these had serious ramifications for personnel development and program stability.

Under these conditions, it was reported that personnel development, difficult enough in rural areas given a stable personnel force, seldom reached beyond basic orientation to district and state philosophies. Constant turnover rendered it virtually impossible to develop and implement long range plans for staff improvement. High attrition was reported to necessitate new personnel development every year or two.

Other Difficulties

The other most frequently mentioned areas of difficulty were provision of services for implementation of least restrictive environment concepts, individualized education program (IEP) development, and insuring parental involvement and procedural safeguards. These aspects related directly to the four major dimensions of P.L. 94-142.

Historically, it has been typical for rural schools to serve mildly handicapped children in regular classroom settings due to lack of segregated settings. In most instances, the major problem in doing so was lack of consistent itinerant and resource help. However, programs for moderately and severely handicapped children were not commonly found in rural schools. The traditional pattern has been to place such students in state or regional facilities.

Concerted emphasis on returning many of these institutionalized children to their local communities has often highlighted a lack of local services. Part of the problem involves school and community attitudes. Parents have grown comfortable with the idea of placement outside the home for their children, and school boards and administrators have been fearful that local programs cannot provide adequate services. To adequately serve a population previously served elsewhere requires additional staff trained to meet specific needs and/or additional training to upgrade the skills of existing staff.

In addition, although P.L. 94-142 specifically states that IEP's are to be developed by an interdisciplinary committee, many rural districts have assigned this responsibility to the special education teacher(s) in the district or to a district counselor; professional placement decisions have frequently been "rubber stamped" by parents. This not only inhibits the effectiveness of the child's education but fosters negative attitudes regarding the "burden" of special education.

It was reported that most rural areas did not have local chapters of parent oriented organizations such as the Association for Retarded Citizens (ARC) and the Association for Children with Learning Disabilities (ACLD). Although most rural schools had provided for parental participation to meet the requirements of P.L. 94-142, state officials pointed out that parents in rural areas often did not become meaningfully involved as advocates.

Rural parents have typically felt that school personnel are the experts and know what is best for students. Thus, parents have tended to play a passive role in the educational process including IEP development meetings. Reportedly, many parents of handicapped students have been inclined to agree to any kind of service provided for their children whether it is appropriate or not.

Some state agencies have developed and implemented parent training programs coordinated on a regional basis. Local schools were reported to be reluctant to enter this arena because of fear that lawsuits and hearings would interfere with their general school operation. There was little emphasis on potential positive outcomes including effective parent/school partnerships.

Many state officials reported that serious efforts needed to be made to ensure that procedural safeguard requirements were prominent in policy and in practice. Many rural schools have operated on an extremely informal basis with respect to record keeping and disciplinary measures. Additional inservice and assistance in procedural safeguard requirements were reported as critical needs by state education officials.

DISCUSSION AND CONCLUSIONS

Collaborative developmental and field test efforts were made by the project staff to include a sample of major economic, geographic, and cultural lifestyles in the 50 states of the United States. Budgetary constraints limited the number of state education agencies queried to 19.

As nonparticipating states may vary in terms of their educational practices and procedures, caution must be exercised in assuming that data reported in this document are accurate reflections of special education practices and problems in states not surveyed.

Unfortunately, all major aspects of P.L. 94-142 were problematic for rural local education agencies. However, all states surveyed were making serious attempts to assist rural districts in developing and implementing programs for handicapped children. Furthermore, state education agency officials reported encouragement from their internal studies of local education agency accomplishments since 1975.

There is no question that the greatest obstacles to full, appropriate services for handicapped rural students were difficulties in recruiting and retaining qualified staff and in providing appropriate inservice on a continuous basis.

These problems exist in tradition bound rural environments, exacerbated by geographic and climatic demands of rural, remote, and isolated areas. Attitudinal problems clearly hindered service delivery in some cases, and often prolonged the time required to make programmatic changes. State officials were not only aware of and working on these problems but appeared to welcome assistance.

REFERENCES

Offices of Rural and Human Development. *Getting human services to rural people. Part I—Final Report*. Washington, DC: Department of Health, Education and Welfare, 1976.

Sher, J. P. A proposal to end federal neglect of rural schools. *Phi Delta Kappan*, 1978, 60, 280–282.

BEH lacks special education strategy, expert says. *Education of the Handicapped*, January 6, 1979, p. 5.

A Unique Graduate Program in Deaf Education

The University of Rochester's Graduate School of Education and Human Development and Rochester Institute of Technology through the National Technical Institute for the Deaf jointly offer a new M.S. in Education to prepare educational specialists to teach deaf students at the secondary level.

Graduates of the program will be qualified to:

- teach deaf and normally hearing secondary students in such areas as English, mathematics, science and social studies;
- manage special educational support service systems such as tutoring, note-taking and interpreting;
- serve as resources on deafness to schools involved in mainstreaming deaf students into regular school systems.

Graduates will work in secondary schools serving deaf students, or function as instructional leaders, working with colleagues to enrich and upgrade the quality of education for deaf people nationally.

For information, write:
University of Rochester
Director, Joint Program to Prepare Educational Specialists for the Deaf at the Secondary Level
439 Lattimore Hall
Rochester, NY 14627
or phone (716) 275-4009 (voice or TTY)

The University of Rochester provides equal opportunity in admissions and student aid, regardless of sex, race, handicap, color and national or ethnic origin.

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ATTACHMENT 2B
TRANSPARENCY MASTER

Excerpt from the National Rural Project Module STATE OF THE ART OF RURAL SPECIAL EDUCATION, p. 80.

PROBLEMS IDENTIFIED BY SEA's

N = 19

TYPE OF PROBLEM	PERCENT OF STATES
DIFFICULTY RECRUITING QUALIFIED STAFF	*94%
DIFFICULTY RETAINING QUALIFIED STAFF	*94%
RESISTANCE TO CHANGE	*88%
LONG DISTANCES BETWEEN SCHOOLS	*86%
SUSPICION OF OUTSIDE INTERFERENCE	*72%
CULTURAL DIFFERENCES	*66%
ICY, MUDDY ROADS	*66%
MOUNTAINOUS AREAS	*61%
LOW TAX BASE	*55%
ECONOMIC CLASS DIFFERENCES	50%
MARGINAL ROADS	44%
LANGUAGE BARRIERS	44%
MIGRANT EMPLOYMENT	33%
AIR TRANSPORTATION REQUIRED	22%
MINING EMPLOYMENT	22%
HIGH UNEMPLOYMENT	17%
FISHING EMPLOYMENT	11%
TIMBER EMPLOYMENT	11%
FARM EMPLOYMENT	11%
HIGH LEVEL OF POVERTY	11%
WATER TRANSPORTATION REQUIRED	6%
FAMILY SIZE	6%

EDOMINANT PROBLEM AREA

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TABLE 1

ATTACHMENT 2C
TRANSPARENCY MASTER

Excerpt from the National Rural Project Module STATE OF THE ART OF RURAL SPECIAL EDUCATION, pp. 36-37.

PROBLEMS AND RESOURCES IN IMPLEMENTING PL 94-142 IN RURAL SCHOOL DISTRICTS

Problems	Resources
Many specialized services cost more per unit of service	Close ties between home and community
Less available specialized professional expertise	People are interested in "their" schools
Geographic distances between schools, families, and supportive resources are isolating	Closeness of the community--a true "sense of community" relationships
Physical isolation caused by bad weather (small roads closed by snow, storms)	Social ties involved in voluntary organizations and churches which schools can use
Extensive family relationships (nepotism, limited viewpoints, etc.)	Public Law 94-142 mandates -- a resource for change
Small political base; less knowledge of basic "rights"	Political leaders responsive to groups of familiar citizens
Transportation - (lack of, cost of, etc.)	Efficiency of communication grapevine
Communication (only 76% of a rural population have telephones)	More accountability is possible through personal relationships and effective grapevine to almost everyone
Isolation from professional stimuli, materials, etc.	"Theory Y" trust relationships
Information isolation (many rural adults do not read newspapers or watch newscasts)	Philosophy of independence
Lack of awareness of available outreach and other services for handicapped students	Active civic clubs available for utilization
	News media willingness to provide excellent regional coverage
	Higher % of retired/older people are potential school resources
	Often "virgin territory" for change

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Problems

Physical facilities limited (e.g., wheelchair facilities, etc.)

Resistance to or fear of change

Shortage of instructional materials

Fewer available specialized services

Numbers of people limited therefore, reduced staff; limited prevalence of some handicaps, etc.)

Low general educational standards (only 54% of rural schools are generally accredited)

Limited education and experience levels of adult population; attendant role modeling

Limited tax base (lower tax rates)

More dependent age groups in rural areas

Lack of leadership/change agents for problem solving

Social isolation

Lower teacher salaries -- lower teacher quality

Lower per pupil expenditures in rural districts

Less interest in federal stimulation money or seed money in rural than in urban districts

(Helge, 1981)

Helge, Doris (1981) The State of the Art of Rural Special Education Module.

ATTACHMENT 2D
Warren Springs County Cooperative Profile

Excerpt from National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation for use with NRP-Developed Rural Preservice Modules, pp. 9-22.

WARREN SPRINGS COUNTY COOPERATIVE

Information and Resources

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation for use with NRP-Developed Rural Preservice Modules.

WARREN SPRINGS COUNTY SPECIAL EDUCATION COOPERATIVE

Rural Community Profile

Community Setting

Warren Springs County is located in the south central part of the state of Mesa. The terrain is flat prairie country. The Green River flows through the state. Thousands of years of erosion have caused the formation of large buttes. The central office of the Warren Springs County Special Education Cooperative is located in Centerville which lies between the buttes. This causes considerable travel problems for cooperative staff during winter months. Columbia, the state capitol, is about 200 miles away and the closest city of 50,000 is 350 miles away. The county includes Roosevelt: population 20,000. The Roosevelt Independent School District is separate from the county school system. Services provided by the cooperative are supported by all five school districts within the county (excluding Roosevelt ISD).

Resident Characteristics

Approximately forty-five percent of the people who live in the Warren Springs County Cooperative are farmers and ranchers, while fifteen percent are unskilled laborers and ten percent are skilled laborers who commute to Roosevelt. The average annual income for the cooperative service area is $15,000 (with 30 percent of the families falling below this figure). Overall, the county residents view themselves as being in better economic positions than were their parents. The district's average teacher salary is below the national average.

*This Rural Community Profile has been modified from data of an actual rural cooperative to maintain the confidentiality of areas participating in NRP's previous research projects.

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Mexican-American transient populations serve as tenant farm workers throughout the county. The constant influx of students within the school system cause educational problems for the school district. Language and cultural differences make effective service delivery difficult for the Spanish speaking students. This transient population provides little support to community or school activities and projects.

Warren Springs County Special Education Cooperative

Warren Springs County is organized into five independent school districts. Each district has its own school board and superintendent. Policy decisions for special education in each district must go through the local district's administrative structure. These five school districts have formed a cooperative for special education services. The director of the cooperative is hired by the cooperative. Its governing board is made up of all of the district superintendents. The director serves as coordinator for the county programs. The cooperative has a separate budget for which the director is responsible. The districts contribute to the special education budget based on their student special education population.

History of Special Education in Warren Springs County

Prior to the passage of PL 94-142, the only service offered in the school districts served by the cooperative was a single non-categorical resource room. Severely handicapped students were provided with services from other districts. The districts did contract for the services of a school psychologist prior to the passage of PL 94142. However, there were no regular school programs provided for 16-21 year old handicapped students.

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

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The districts are presently providing services for all disability categories. The director of special education, school psychologist, self-contained teachers, visually impaired specialist, speech therapists, and aides are all made available through the cooperative. Regular classes are currently adapted to provide services for 16-21 year old handicapped students.

Educational Program

The total student population of the five districts is 2,700. The cooperative serves: learning disabilities--116; emotionally disturbed--4; educable mentally retarded--15; trainably mentally retarded--10; visually handicapped--4; hard of hearing--3; speech impaired--65; and multiple handicapped--1. The special education program staff includes: director of special education, 2 school psychologists, 3 self-contained teachers, 1 visually impaired specialist, 1 speech therapist, and 3 aides plus a half-time secretary.

Organizations and Agencies

The Warren Springs County special education cooperative has a Parent Volunteer Program for Special Education. The parents provide classroom and extra-curricular assistance. However, the county does not have an active Parent Advisory Committee for Special Education or a Special Education Advisory Committee.

There are active chapters of the Association for Retarded Children and the Association for Children with Learning Disabilities in the county. In addition, the clubs, organizations and agencies listed in Table 1 are active in the County and in Roosevelt.

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

CO-OP EXPENSES

Salaries	(10% Salary increase)	Benefits	Hosp. (Aide $30 x 9 mos.) (Prof. $60 x12 mos.)
Director	$ 20,350	$ 2,850	$ 720
Sch. Psych.	17,600	2,500	720
Sch. Psych.	17,600	2,500	720
½ Secretary	3,850	400	
Self-Cont. Tchr.	15,250	2,135	720
Self-Cont. Tchr.	15,250	2,135	720
Self-Cont. Tchr.	15,250	2,135	720
Aide	6,500	915	270
Aide	6,500	915	270
Aide	6,500	915	270
VI Specialist	15,250	2,135	720
Speech Ther.	15,250	2,135	720
Substitutes	400		
	$ 152,150	$21,670	$ 6,570

Expenses

Travel		Supplies and Equipment	
Director	$ 2,000	Director	$ 200
Psych.	2,000	Psych.	250
Psych.	2,000	Psych.	250
VI Tchr.	1,200	Self-cont. class	1,500
Clerk Svcs.	500	Self-cont. class	1,500
Screening	2,500	Self-cont. class	1,500
		Major Equip.	4,500
	$10,200	Telephone	600
			$10,300

Total $200,890

Does not include:

Bus
Special P.E.

% according to student Population:

Centerville	50%	$100,450	
Greenwood	20%	40,180	
Williamson	22%	44,198	
Butler	3%	6,027	
Warrensburg	5%	10,045	
		$200,900	TOTAL

Small districts could have use of materials, screening and teacher consultation for their %.

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

TABLE 1

CLUBS AND ORGANIZATIONS

Roosevelt, Mesa
(Warren Springs County)

A.U.W.
Susie Baker
71 Bagley Manor
579-1789 or 627-5869

American Legion Post 37
Lou Smith-Adjutant
308 Main St.
357-3657

American Red Cross
Lacy Wall
Rt. 5
357-1421

Beta Sigma Pi
Gamma Gamma
Lucy English, Pres.
R. #3, Box h 357-4304

Beta Sigma Phi
KI Alpha Delta
June Nolan, Pres.
425 Linden Dr.
357-4303

Beta Sigma Phi
Preceptor Omicron
Nancy Galloway, Pres.
531 Canter Dr.
357-9008

Bluegrass CB Club
Harold Bailey (Hammerhead), Pres.
Rt. 1
249-8102

Boy Scouts of American Troup #00
B. J. Bonner - Scoutmaster
Rt. 1
357-2499

B & P W Club
Katie Hayden, Pres.
Rt. 6 357-1006

Warren Springs County Assoc. for
Retarded Citizens
Melanie Schaffer, Pres.
183 Williams Ave. 357-6033

Warren Springs County Bar Assoc.
Gene Hale, Pres.
150 N. 8th St., 357-1267

Warren Springs Co. Country Club
James Gregory, Pres.
151 Chancellor Dr., 357-0816

Warren Co. Farm Bureau
Mamie Brady, Chairwoman
Rt. 1 357-4708

Warren Co. Genealogical Society
Mrs. Charles Stanley
357-2241

Warren Co. Homemakers Council
Mrs. Joan Steele, President
Rt. 5 357-7837

Warren Co. Medical Society
Dr. Carl Jackson, Pres.
350 South 9th 357-9300

Civitan Club
B. J. Gordon, Pres.
117 N. 5th
357-8148

Daughters of the American Revolution
Mrs. Jack Lovett, President
1406 Southford Dr. 357-7180

Daughters of the Confederacy
Marlene Minor, President
718 N. 5th St., 357-0880

Disabled Veterans
Johnny Smithers, Pres.
178 N. Main St., 357-6121

Ladies Aux. of Disabled Veterans
Kelly Salerno
208 Maple 357 2161

Epsilon Sigma Alpha
Woman Service Organization
Joan Fisher, President
1500 Westwood
357-0423

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SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

4-H Council
Jamie Stewart - Agent
Rt. 2 357-1452

Fraternal Order of Police
Edward Howard, President
357-1621

Girl Scouts - Warren Springs
Maria Davis
894-2244

Kiwanis Club
Ray Sanders, President
1015 Oak Street
357-7433

Lions Club
Pete Miller, President
Route #3
543-9812

Loyal Order of the Moose
David Jensen, President
357-4432

Magazine Club
Imogene Lackey, Pres.
88 N. Main 357-9470

Roosevelt Baseball Association
Samuel Smith, President
403 S. 15th 357-9297

Roosevelt-Warren Springs County
Board of Realtors
Anne Redmond, President
414 S. 11th 357-1651

Roosevelt-Warren Springs County
Chamber of Commerce
Bob Taylor, Exec. Vice-Pres.
P. O. Box 901 357-5188

Roosevelt-Warren Springs Jaycees
Greg Houston, President
P. O. Box 58
357-5932

Roosevelt-Warren Springs Co.
Hospital
Stanley Parker - Admin.
300 S. 7th St. 357-5131

Roosevelt-Warren Springs County
Insurance Association
Jerry D. Kramer, President
201 S. Main 357-9627

Roosevelt-Warren Springs Co.
Mental Health/Mental Retardation
Center, Inc.
David Baker, Program Director
207 Main 357-6622

Roosevelt-Warren Springs County
Needline Assoc.
Ethel Williams, Exec. Director
357-6333

Roosevelt-Warren Springs Shrine Club
Luther Taylor, President
5000 Cherry Lane
357-4392

Roosevelt-Warren Springs County
Shrine Club - Crippled Children
Maury Billings
Workman Building 357-9476

Roosevelt Dental Society
Dr. D. J. Owens, President
1403 Jackson Blvd 357-1691

Roosevelt League of Women Voters
Judy Walters, President 357-4428
Emma Gibson, V-P 357-1858

Roosevelt Masonic Lodge 501
Caleb C. Johnson, Secretary
Rt. 2 357-8342

Roosevelt Ministerial Assoc.
William Majors, President
300 N. 5th 357-1670

Roosevelt Squar-A-Naders
Dudley & Louise Wyatt, Pres.
Rt. 3 357-1397

Roosevelt Woman's Club
Ada Beale, President
4390 Main Street
357-4169

Pines Country Club
Charles Willey, President
Rt. 3, Box 851 357-2286

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

Optomist Club
Kelly Claxton, Pres.
Rt. #4, Box 315
357-2862

Professional Firefighters
Michael Preston, President
1627 Lakeland Drive
357-7765

Professional Secretaries Intn'l
Bonnie Alden, President
357-9730

Racer Club
L. W. Dawson, President
1802 Gateway Drive
357-7738

Rose and Garden Club
Mary Lee Michaelson, Pres.
817 N. 14th Str.
357-0880

Rotary Club
James Black, President
781 S. 13th
357-0080

Senior Citizen's
Thomas Jones, Director
6830 Maple
597-8643

Sons of American Revolution
Donald Thomas, President
Route 3
357-2205

U. S. Coast Guard Aux.
Samantha Jones, Capt.
Rt. 6
357-2399

Veternas of Foreign Wars
Robert Tucker, Quartermaster
Route #2
357-2467

Weight Watchers
Tuesdays @ 7:00 p.m.
1601 Main
357-4433

Welcome Wagon
Candace Overby-Hostess
357-8349

Woodmen of the World Camp 001
Walter Smith, President
1612 Michigan Avenue
357-9708

Woodman of the World Court 443
Katy Washington, President
357-3400

Woodmen of the World Grove 4411
Judith Lambert, President
405 S. 9th Street
357-6856

Woodmen of the World Sorority 278
Denise Lawson, President
310 N. Willow Drive
357-5639

Roosevelt-Warren Springs County
Parks & Recreation
Arthur Coleman, Chairman of the
Board
824 N. 20th
357-7430

SOURCE: National Rural Project Module
Warren Springs, Mesa: A Rural Preservice
Simulation

THE WARREN SPRINGS COUNTY SPECIAL EDUCATION COOPERATIVE PHILOSOPHY

The philosophy of the Warren Springs County Special Education Cooperative centers around these beliefs:

1. Most children can learn, and, therefore, most children should be allowed to participate in school activities and services.

2. Children can best be served when educated with non-handicapped students as much as possible.

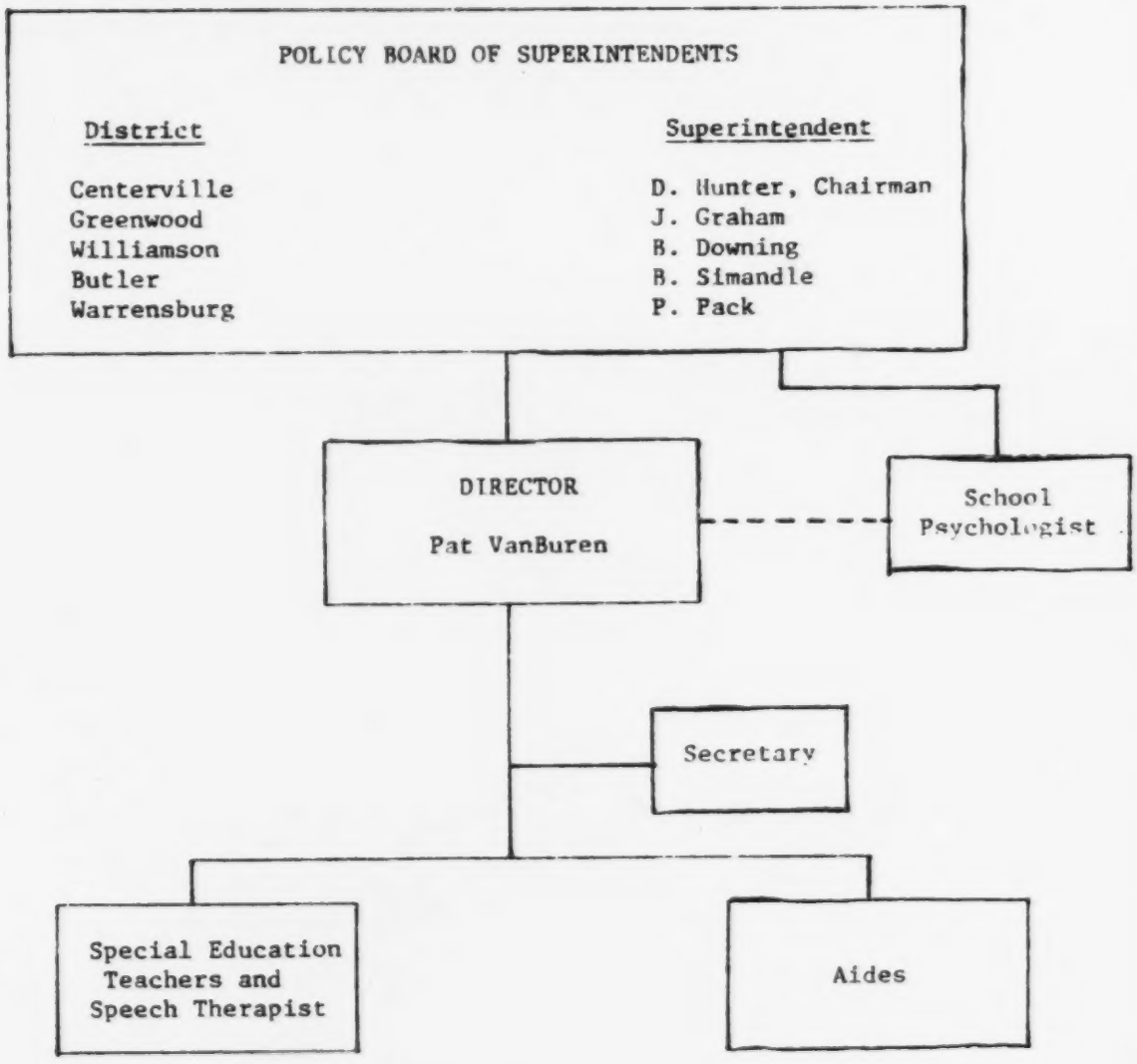
3. Special education should be one of the highest priorities for funding by a local school district.

4. While the Special Education Cooperative has the instructional responsibility for the child, the overall educational responsibility remains with the child's home district.

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

ORGANIZATIONAL CHART OF

WARREN SPRINGS COUNTY SPECIAL EDUCATION
CO-OPERATIVE



SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

SETTING THE STAGE AND STIMULUS ITEMS

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

SETTING THE STAGE

If you have been given this sheet of paper by your instructor, you are to assume the role of Dee Landers. Your instructor will tell you whether Dee is a teacher, psychologist, principal, speech therapist, etc. You are to respond to all stimulus items (letters, memos, telephone calls, etc.) maintaining the role of Dee Landers including signing his/her name, answering the phone, etc.

You will note that your name has special meaning. "Dee" may be either male or female so you may choose which, "Landers," of course, is the last name of a famous person who seems to know almost everything. In this rural simulation experience you will draw upon resources provided by your instructor including information about the Warren Springs County Special Education Cooperative and other materials designed to provide you with insights into the joys of surviving as a rural special educator or support person.

The rules for participating in this simplified model of reality are simple:

1. Maintain the role of Dee Landers until directed otherwise by your instructor.

2. Use your own experiences and knowledge as well as resources provided you to respond to stimulus items.

3. Consider the tasks before you as serious and give them your careful attention while understanding that errors are permitted since it is only through expanding one's repertoire of knowledge and skills that one develops.

Good luck and welcome to rural America!

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation RS #1

Interoffice communication

subject: WELCOME

date:

to: Dee Landers

from: Pat VanBuren

Dee, glad to have you on board. We have been needing somebody with your particular areas of expertise for some time and are enthusiastic about having you get right into it.

In order to prepare yourself for "what's coming," I would suggest that you become thoroughly aware of the clubs, organizations and related agencies in Warren Springs County (including Roosevelt for this purpose since we frequently can draw upon the fine folks who live there to assist us in meeting all of our needs).

Let me know if you have any troubles getting settled into your new position.

RS #2

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

Interoffice communication

subject: THE POSITIVE SIDE OF RURAL SPECIAL EDUCATION

date:

to: Dee Landers

from: D. Hunter

Dee, welcome to Warren Springs County! Because I am concerned that so many professionals such as yourself leave rural school systems for "greener pastures," I try to introduce new personnel to the positive attributes of living in our area. I recently ran across a study conducted by the National Rural Project (NRP) in over 100 rural communities throughout America. I am providing you with a list of characteristics of rural areas that the NRP have identified as facilitators of service delivery to handicapped individuals in rural areas such as ours. I am sure that you will agree after you have been here for a while that the NRP investigators hit the nail on the head when it comes to Warren Springs. At any rate, here is the list.

Lack of bureaucratic hierarchy eliminates barriers to change
Sense of community spirit
Cooperativeness
Extensive personal relationships
Community-institutional interdependence
Efficiency of community grapevine
Increased accountability because of close personal relationships and effective communication networks
"Theory Y"
Trust relationships
Philosophy of independence
Philosophy of taking care of each other
Philosophy of solving community problems without outside interference
News media willingness to provide intensive regional coverage
Higher percentage of retired/older people as potential resources
Active civic and social clubs available and eager for involvement
Political leaders responsive to groups of familiar citizens
Extensive social ties because of involvement in voluntary organizations and churches
Limited populations and similar backgrounds of citizens foster feelings of community ownership of programs

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

Memo
Dee Landers
Page 2

I hope that you will agree with me after you have had an opportunity to benefit from some of the above characteristics of our area that Warren Springs County is a great place to take care of handicapped people.

RS #3

SOURCE: National Rural Project Module Warren Springs, Mesa: A Rural Preservice Simulation

COMPETENCY 2: Students will demonstrate an understanding of differences involved in serving handicapped students in rural and urban settings.

National Rural Project's Module THE STATE OF THE ART OF RURAL SPECIAL EDUCATION contains sample content materials and suggested activities:

A. The stimulus paper "Differences in Rural and Urban Special Education Service Environments" p. 62-80 can be used as an assigned reading for students. (See Attachment 3A for chart which summarizes differences between urban/rural schools as they serve handicapped students). It is suggested that this reading prompt a class discussion of problems with defining rural school systems and effects on data required for federal and state policy planning. Two transparency masters are included in Appendix B of the module for use by the instructor. This module is available for use from the Grant Office.

B. The module suggests that students discuss how their jobs would differ in rural versus urban America and in different rural subcultures. For this activity, the module provides Role Play Descriptors A (see Attachment 3B) and a guide to the role play activity to assist the Instructor - module pp. 15-16.

A second role play activity is provided (see Attachment 3B Role Play Descriptors B) which is designed to give students the opportunity to understand and discuss how a teacher who is NOT native to rural America can effectively serve in a consulting role to persons who may not quickly accept them. A guide for leading this activity is provided for the Instructor on pp. 19-22 of the module.

Additional Resources for Competency 2:

1. A stimulus paper "A Rural Independent Living Skills and Services Network" contained in the National Rural Project's Module Involving Citizens and Agencies in Rural Communities in Cooperative Programming for Handicapped Students (pp. 46-83) provides readers with extensive information about differences between urban and rural areas, and a variety of strategies for collecting information and linking resources and needs in rural areas.
This module is available for use from the Grant Office.

ATTACHMENT 3A
Issues Differentiating Rural and Urban School Systems As They Serve the Handicapped

Excerpt from National Rural Project Module STATE OF THE ART OF RURAL SPECIAL EDUCATION stimulus paper "Differences in Rural and Urban Special Education Service Environments", Doris Helge, 1983.

Table II*

ISSUES DIFFERENTIATING RURAL AND URBAN SCHOOL SYSTEMS
AS THEY SERVE THE HANDICAPPED

Issues	Rural	Urban
Percent of School Population Served	2/3 (67%) of all school districts are classified as rural. (Parks and Sher, 1979.)	1/3 (33%) of school districts are classified as metropolitan. (Parks and Sher, 1979.)
Personnel Turnover	Turnover occurs in all personnel. Turnover is commonly 30-50% among specialized personnel such as speech, physical, and occupational therapists. Turnover is especially serious among itinerant personnel serving low-incidence populations (Helge, 1981).	Turnover more commonly involves superintendents and special education directors (i.e., management personnel). (Specil Education Briefing, March, 1981.)
Transportation	Long distances involved in transporting services, students and staff. Long distances a problem in planning and implementing interagency collaboration. High costs associated with transportation. Climatic and geographic barriers to travel (mountains; deserts; icy, muddy roads; flooding seasons; blizzards; snow storms; etc.) (Helge, 1981).	Logistics of transporting problems primarily evolve around desegregation issues or which agency or bureaucratic structure is to pay for transportation. (Education Week, Oct. 16, 1981; Special Education Briefing, March, 1981.)
Community Structure	Sense of "community spirit" prevalent. Personalized environment prevails (Helge, 1981).	Depersonalized environment (Nachtigal, 1982) except with inner-city pockets of distinctive ethnic groups, several of which may be incorporated into any one school system.
Geography	Problems posed by remote areas include social and professional isolation, long distances from services, and geographic barriers (e.g., mountains, deserts, islands))Helge, 1981).	Logistics of city itself often pose problems (e.g., negotiating transportation transfers - particularly for wheelchairs, crossing lines for one agency versus another to pay, traffic, etc.)

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Table II (Continued)

Issues	Rural	Urban
Backlog of children for testing and placement	Result of lack of available services (Specialized personnel, agency programs, funds, etc.) (Helge, 1981).	Result of bureaucratic and organizational barriers (Education Turnkey System, 1979).
Communication	Communication mainly person to person (Helge, 1981).	Written memo frequently used (Nachtigal, 1982).
Student Body Composition	Small numbers of handicapped students in diverse ethnic and linguistic groups pose difficulties for establishing "programs" for bilingual or multicultural students. Difficulties serving migrant handicapped students because of low numbers of students and few appropriate resources available. Qualified bilingual and multicultural personnel difficulty to recruit to rural areas. Appropriate materials and other resources typically unavailable or inappropriate for rural communities. Religious minorities frquently strong subcultures in rural America (Helge, 1981, 1983).	Complexity of open student populations (Special Education Briefing, March, 1981). Wide variety of ethnic and racial ethnic groups.
Approach of Relevant Educational Professionals	Generalist must be able to perform a variety of tasks and teach a variety of ages, handicapping conditions, subject, and rural subcultures (Helge, 1981).	Specialist must be an expert on one topic area or with one age grup or disability (Nachtigal, 1982).

Helge, Doris (1983). Differences in Rural and Urban Special Education Service Environments. NRP Module: STATE of THE ART of Rural SPECIAL EDUCATION p. 68-70.

Table II (Cont.)*

Issues	Rural	Urban
Population Density	Sparse populations ranging from remote (scattered) density to small (clustered) towns (Helge, 1981, Sher, 1977).	High population density. (Gibboney & Larkin, 1982)
Enrollment of School Aged Children	5.3% (nearly twice that of urban figures) (Sher, 1977).	Almost one-half that of rural (Sher, 1977)
Cooperation among agencies	Cooperation is an inherent attribute of most rural communities. Interagency collaboration is inhibited by long distances to travel, few staff hours available for planning, and isolation or nonexistance of many types of service agencies (Helge, 1981.)	"Turfdom" is common. Bureaucratic mazes and policies make interagency collaboration difficult (Special Education Briefing, March, 1981).
Management Orientation	"Management by Tradition" (Helge, 1981).	"Management by Crisis" (Gibboney & Larkin, 1982)

Helge, Doris (1983). Differences in Rural and Urban Special Education Service Environments NRP Module: STATE OF THE ART of Rural SPECIAL EDUCATION p.68-70.

ATTACHMENT 3B

Role Play Descriptors A

Role Play Descriptors B

Excerpt from National Rural Project Module STATE OF THE ART OF RURAL SPECIAL EDUCATION, Doris Helge, 1983, p. 17-18 and p. 21-22.

Role Play Descriptors*

Exercise A

One of the following role descriptors should be given to each student who will be part of this role play.

1. You are a teacher who must travel 200 miles every other day to reach the low-incidence handicapped children with whom you work. You are fortunate in that you have been involved in a training program that helped you understand the positive challenges of such an experience, how to use your time well (e.g., see "Effectively Filling Down Time" in the article, "Rural Special Education Strategies and Promising Practices." You have been trained to work with a variety of disabilities, subject matters, and ages.

2. You have been trained to work with mildly and moderately handicapped students as a resource room teacher. You have been assigned to a school district that has 10 children and is located in remote ranching territory. These students will spend their entire educational careers together, and you feel compelled to provide them the most enriching experience available. Your community is very stable, and most of your students will stay in that community 99% of their lives.

3. You have been trained as a speech therapist, and you have been hired to work not only with speech pathologies but with a variety of multi-handicapped individuals. You have one blind child who has been assigned to you. There are no other teachers in your district who have specific information about materials or strategies that would be helpful to you.

4. You have been hired specifically to be a consultant to all (regular and special education) teachers in your rural district. You are the only teacher who was not born and reared in this rural community. You are excited about your position, and you are most concerned that you be accepted by your peers because you have already seen a number of things about their work that should be improved.

5. You have a number of students with whom you work who are from a Vietnamese heritage and do not speak English as a second language. You have conducted home visits and have found that their parents have similar handicaps. The community is friendly toward these individuals but cannot seriously communicate with them. You are vitally concerned that you help their child receive the best education possible. There are no bilingual staff in your 2,000 square-mile cooperative.

* Helge, Doris (1983). NRP Module: STATE OF THE ART OF RURAL SPECIAL EDUCATION, p. 17-18.

6. You are located on an island community in which children must be ferryed to special services such as physical and occupational therapy. During the severe winter months, the ferry does not operate, and the children do not receive these services. You are most disturbed because you can see their progress deteriorating as the winter passes.

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Role Play Descriptors*

Exercise B

Descriptor 1.

You are L. Jones, and you are a pillar in the community. You are 63 years old and have been unofficially retired for the last 30 years. You have taught for 35 years, and you are very tired. You wish your contributions would just be appreciated, and people would quit asking you to do any extra work or be excited about any "innovation in education." You have very little time left until your retirement. What you are most looking forward to is having a nice ceremony at the school and receiving a medal or plaque addressing your accomplishments.

The only impediment you can imagine preventing this happening is if this newcomer to your community who has been hired as a consultant steps on your toes by having people think that they can make some changes in the school system. After all, it is you to whom people look for cues in the church and during faculty meetings. You are well aware that people watch your behavior and then decide what their own should be.

Descriptor 2.

You are a young single person who has been recruited to teach in this rural community. You are most excited about the challenges of the school system's students, who are primarily in a low income category. You have instantly liked 99% of all of your students and are very excited about meeting with their parents.

You are, however, very frustrated because you feel you are unaccepted in this rural community. This is a very conservative community, and you do not understand why all the teachers seem to flock toward L. Jones

* Helge, Doris (1983). NRP Module : STATE OF THE ART OF RURAL SPECIAL EDUCATION p. 21-22.

who, in your opinion, has not read any of the educational journals or for that matter even the Reader's Digest for years.

The principal has asked you to conduct an inservice session exhibiting ways to work with integrated emotionally disturbed children in the classroom and also to observe other teachers working in their classrooms and to offer suggestions. You frankly fear that this will cause you to be run out of town.

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COMPETENCY 3: Students will demonstrate knowledge (awareness) concerning:

Objective 1: the state of the art of rural special education

Objective 2: effective service delivery models for rural handicapped children

Objective 3: creative resource identification for providing services to rural handicapped students.

Sample curriculum content and activities:

Objective 1:

A. National Rural Project's Module STATE OF THE ART OF RURAL SPECIAL EDUCATION provides stimulus paper "Images: Issues and Trends in Rural Special Education- January, 1983" for student reading and class discussion. Master transparencies outlining major problems encountered in serving rural handicapped students are provided in the module's Appendix. These transparencies can be used for lecture and/or class discussion. The module suggests that discussion of rural special education technologies and how the preservice teacher might prepare to use them is particularly important, as is the issue of parent and volunteer involvement in rural schools - both issues are addressed in the stimulus paper. This module is available from Grant Office.

B. Additional Resources for Competency 3, Objective 1 (all are available for instructor's use form Grant Office):

1. Halpern, Robert (1982). Special Education in Rural America. The Educational Forum, 46 (4), 491-501. Provides an overview of rural special education, addresses strengths and weaknesses, and provides a set of key questions that could be used as a focus for the content and activities which are included under competencies 3 and 4 of this guide.

2. Helge, Doris (1979). Rural Special Education Strategies and Promising Practices. National Rural Project Module STATE OF THE ART OF RURAL SPECIAL EDUCATION, pp. 38-59, which addresses strategies to overcome rural resistance to change, strategies to identify and utilize "hidden" resources to overcome problems of scarcity in rural areas, coping with long distances, enhancing inservice incentives, and strategies to ameliorate isolation and communication problems.

3. Helge, Doris (1984) National Rural Project Module Technologies as Rural Education Problem Solvers: A Status Report and Successful Strategies (available in Grant Office). Discusses the availability of a variety of new technologies and their primary uses for instructional support, instructional applications, management and staff development. Problems and successful models are discussed.

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B. Additional Resources for Competency 3, Objective 1 (con't.)

4. Hoffmeister, Alan (1984) Technological Tools for Rural Special Education. Exceptional Children, 50 (4), 344-49. Provides an overview of the promising new technologies being developed for use in rural schools and cites advantages and potential problems.

5. National Association of State Directors of Special Education Booklet Special Net: Questions and Answers (Attachment 4A). Additional information is available on how to use this resource. Contact Dr. Philip Lyon, Chair, Education Division for information on using Special Net at CSR.

ATTACHMENT 4A

Special Net: Questions & Answers

Source: National Association of State Directors of Special Education

SPECIALNET

Questions & Answers

National Association of State Directors
of Special Education
1201 16th Street N.W.
Washington, D.C. 20036
Telephone (202) 822-7933

What is SpecialNet?

SpecialNet is the largest education oriented computer based communication network in the United States. It is designed to provide up-to-the-minute information and instant communication for persons concerned with educational services and programs. SpecialNet includes:

- Electronic Bulletin Boards
- Electronic Mail
- Data Collection and Information Management

What is an electronic bulletin board?

An Electronic bulletin board is very similar to a typical office bulletin board, only more convenient and easier to use. Electronic bulletin boards provide current education information. National, state and regional boards are available for subscribers to read. Subscribers can post messages on many of the bulletin boards. There is no additional charge for this service. Current National boards are listed in the back of this brochure.

Can I get information about education in my state?

A number of states post information on electronic bulletin boards set up exclusively for their state. State specific bulletin boards are currently on-line in Alaska, California, Colorado, Florida, Illinois, Indiana Kansas, Michigan, Missouri, Nevada, Pennsylvania, South Carolina, Washington, West Virginia and Wyoming.

How much will it cost for my group to set up a bulletin board?

There is no charge for setting up a bulletin board. Groups or organizations pay only for information storage. Bulletin board managers find that storage costs range from $2 to $10 per month. SpecialNet support personnel will assist you in establishing and maintaining a bulletin board for your group.

What is electronic mail?

Any type of printed information can be sent via SpecialNet, including not only memos, but a wide variety of special reports and forms. When reports or forms are involved, SpecialNet prompts the user for the specific information required, and even does some preliminary checking to assure that the answers make sense. Messages are delivered to the user's electronic mailbox to be called for and read at his/her convenience in the office, at home, or where ever he/she may be. Each user selects a personal password which may be changed instantly at any time. Unless the user tells the password, no one can access his/her messages.

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How do I know who I can send messages to?

A directory of SpecialNet users is available on the system. The directory is updated everyday, as new subscribers are added. You can get information about a particular subscriber, a list of subscribers in a state, a list of college and university subscribers, etc.

Is SpecialNet easy to use?

SpecialNet is designed to be used either by the administrator or the administrator in conjunction with staff. Users "talk" to SpecialNet using everyday office terminology such as "scan", "read" "send" and "file". Anyone can master the basics in less than 30 minutes of instruction and practice.

What are some of the other benefits of using SpecialNet

SpecialNet provides:

- Time Savings - Critical information can be be sent to individuals or groups (lists) - a receipt is automatically generated telling the sender the minute the registered message was read.

- Cost Savings - SpecialNet costs have been kept very low - both in urban and rural areas - to encourage a large number of educational personnel to participate in the network. SpecialNet costs less than conventional mail or long distance telephone calls. It is possible to send up to 216 pages of text to another SpecialNet subscriber for as little as $4.

- Telephone Savings - Wasted time is avoided (e.g. busy signals; contact is "out", or "in a meeting").

Do I need to understand how to use a computer?

No. SpecialNet manuals provide all the information you need to take full advantage of the system. No experience with computers is necessary.

What equipment will I need?

Many SpecialNet subscribers use existing computers on microcomputers, such as Apple, TRS-80, or IBM-PC, to access the system. Some use word processors including Wang, Xerox, CPT and Lanier. Others use inexpensive terminals to access the system. Technically speaking, your terminal or microcomputer must by asynchronous, operate in full duplex with no parity, stop-start protocol, 300 or 1200 baud, and must be equipped with a telephone modem. SpecialNet offers Texas Instruments portable terminals as part of one subscription option for those who wish to purchase a complete "turnkey" system.

Can I print the information?

Yes. If you have a printer you may choose to print any, all or non of the information you receive via SpecialNet.

What is connect time?

You pay a connect charge for the actual time you use the system each month. You pay only for the time you are "connected" to the system (See SpecialNet rate schedule).

Subscription costs?

Subscriptions to SpecialNet can be arranged according to the needs of subscribers. Three subscription plans are listed in the back of this brochure. If none of the plans meet your needs, let us know. We will be happy to tailor a plan to fit your unique requirements.

Is technical support available?

An important part of any service you use is the support you receive. With SpecialNet, a total package of supporting services is available through National Systems Management in Washington, D.C. and GTE Telenet offices nationwide.

- Consulting Support - We will help you analyze your communication requirements and recommend ways in which SpecialNet can improve information flow and productivity.

- Systems Tailoring - Our support personnel will help tailor the service precisely to your needs. For special reports or forms, we will develop a Special Net program that automatically prompts the user for specific information and performs data entry validation within specified parameters.

- Training - Easy-to-use instruction guides and a self-paced training program are available to all users. In addition, our training representatives will provide on-site training at low cost if desired. SpecialNet, Telenet and Telemail Customer Service departments are also available to help users with individual questions that arise during their use of the system.

- Cost Accounting Records - To aid district and agency finance and administrative offices, monthly invoices which summarize usage for every subscriber are provided along with optional group usage statistics and management reports.

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Can I access the system at any time of day?	Yes. The system operates 24 hours a day, seven days a week. This is especially important in helping reduce communication problems caused by different time zones. In effect, your school district or agency business is extended, too, because approximately one-fifth of all messages are typically sent and read outside normal business hours. SpecialNet service is available nation-wide via the GTE Telenet public data network. Telenet can be reached with a local phone call in 300 US cities and by an "800" number in other locations. You can even reach people outside the country via interconnecting public networks.

COMPETENCY 3
Objective 2: Students will demonstrate knowledge (awareness) of effective service delivery models for rural handicapped children.

A. National Rural Project Module Alternative Instructional Arrangements and Delivery Systems for Low-Incidence Handicapped Children in Rural America contains:

1. Stimulus paper "Models of Service Delivery for Low-Incidence Rural Handicapped Children" and supplemental transparency masters for reading and/or class lecture and discussion.

2. A set of National Rural Project Profile Sheets relevant to evaluating rural service delivery models for low-incidence handicapped children, and a relevant transparency master.

3. A series of vignettes to be used for a role play activity in which students have the opportunity to identify strategies for meeting the needs of the rural handicapped child described in each vignette.

This module is available from Grant Office.

B. Additional Resources:

1. American Council on Rural Special Education (ACRES) Booklet "Strategies for Serving Rural Children with Low-Incidence Disabilities." Developed as an accompanionment to the above mentioned materials which review a number of models for serving rural students with low-incidence disabilities (e.g., students having hearing impairments, emotional/behavioral disorders, blindness or visual impairments, orthopedic disabilities, severe mental retardation, and those with multiple or severe handicaps) this ACRES booklet is comprised of "strategy pages" which give examples of how the models can be varied/manipulated to meet the needs of a specific child/school/community. It provides a wide variety of options since the diversity of rural America dictates that no one pure model can suffice. This booklet is available from the Grant Office.

2. Kirmer, K., Lockwood, L., Mickler, W. and Sweeney, P. (1984). Regional Rural Special Education Programs. Exceptional Children, 50 (4), 306-311. This article delineates environmentally embedded problems inherent in establishing and operating rural regional special education delivery systems, and discusses their inter-related effects. A list of critical considerations in developing effective rural regional delivery systems is provided.

COMPETENCY 3: Students will gain knowledge concerning creative resource identification, including service and funding alternatives.
Objective 3:

A. National Rural Project Module Creative Resource Identification for Providing Services to Rural Handicapped Students provides stimulus paper "The State of the Art of Rural Special Education Interagency Collaboration" and transparency masters (see Attachment 4B). This paper can be used as background for formal lecture or can be duplicated for assigned student reading. The module suggests that discussion include pre/post PL 94-142 interagency collaboration and that the perceived strengths and difficulties of such collaboration in rural communities.

B. National Rural Project Module Creative Resource Identification for Providing Services to Rural Handicapped Students provides stimulus paper "The Special Educator's Role in Identifying Funding and Service Alternatives," a Resource List for duplication and discussion, a transparency/hand-out on developing a Community Resource File. Suggestions for use of these materials and additional activities are provided on pages 3-5 of the module which is available in Grant Office.

C. Additional Resource: National Rural Project: A Report Regarding Interagency Collaboration To Facilitate Services for Rural Handicapped Students - available from Grant Office.

D. Use the Warren Springs County Cooperative Profile (included under Competency 1 of this guide) to familiarize students with the nature of a rural cooperative, and to complete the simulation activity (Attachment 4C) which gives students the opportunity to utilize knowledge gained under Competency 3.

ATTACHMENT 4B

Stimulus Paper: To Develop Knowledge About The "State of the Art" of Rural Special Education Interagency Collaboration

Transparency/Hand-out Master Forms, Tables I - IV

Excerpt from National Rural Project Module Creative Resource Identification for Providing Services to Rural Handicapped Students, Viola Miller, Ed.D., 1983.

OBJECTIVE* 3

To Develop Knowledge About The
"State of the Art" of Rural Special Education
Interagency Collaboration

Contains

Stimulus Paper I

Transparency/Handout Master Forms
Tables I-IV

* Excerpted from NRP Module CREATIVE RESOURCE Identification for Providing Services to Rural Handicapped Students
Viola Miller, ED.D. 1983.

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THE STATE OF THE ART OF RURAL SPECIAL EDUCATION INTERAGENCY COLLABORATION*

Stimulus Paper I

The special educator employed in a rural community has not only the obligation but the unique opportunity to develop creative ways of identifying and utilizing local resources to meet the needs of the handicapped child. Since the implementation of PL 94-142, increasing emphasis has been placed on comprehensive planning to meet the needs of the handicapped. Implementation of such planning requires resource identification and utilization. Perhaps the most common approach to comprehensive planning has been the development of cooperatives and of interagency collaboration. Table I provides data on interagency involvement in rural special education programs before and after the implementation of PL 94-142 (Helge, 1980).

Table 1

Types of Interagency Involvement Before and After Implementation of PL 94-142

	Before PL 94-142	After PL 94-142	Percent Change
Mental Health and Comprehensive Care Agencies	25%	48%	+92%*
Vocational Rehabilitation Agencies	07%	17%	+143%*
Residential Placement Agencies	09%	11%	+22%
Social Service Agencies	21%	25%	+19%
Law Enforcement Agencies	07%	09%	+29%
Public Health and Professional Medical Agencies	19%	13%	-32%
Family and Child Service Agencies	08%	13%	+63%
Cooperatives	07%	29%	+314%
Head Start Agencies	03%	04%	33%
Universities	0%	05%	**
Private Foundations	0%	05%	**
Other: Easter Seal, CETA, Sheltered Workshops	01%	11%	+1000%*
No Interagency Agreements	31%	03%	-90%*

* Significant to the .05 level

** Increase infinite; statistic cannot be calculated

Report from 75 school districts and 17 cooperatives in a study by National Rural Research and Personnel Preparation Project (Helge, 1980)

* Miller, Viola (1983). National Rural Project module Creative Resource Identification for Providing services to Rural Handicapped Students.

In rural areas, such an approach is more difficult but certainly more essential if specialized services are to be provided. Special educators working in rural areas need a variety of skills and knowledge in service delivery. One such skill is the ability to develop and utilize interagency collaboration and to work within a cooperative framework with other professionals. Table II (Helge, 1980) documented the increase in support service personnel since implementation of PL 94-142. Helge (1980) also pointed out the significant increase in psychological, educational and medical diagnostic services since PL 94-142 was implemented.

Cooperatives are providing new or increased services including speech-language pathology, physical and occupational therapy, psychological services, counseling and vocational education. Interagency collaboration involves maximizing resources through cooperative efforts to develop a network of services. The special educator has a responsibility to be familiar with all cooperative efforts in which the employing school system may be involved which impact on the students in the special education program. The special educator must also identify, encourage and initiate interagency collaboration where such programs are inadequate to meet the needs of the handicapped children in the area.

A Report Regarding Interagency Collaboration to Facilitate Services for Rural Handicapped Students is a "state of the art" publication developed by the National Rural Project (Helge, 1981). In this report the current status of national, regional and local collaboration is described. Major problems identified in interagency collaboration included "turfdom, lack of resources, and lack of communication" (Table III). Identified as major outcomes of effective collaboration (Table IV) are "improved

SOURCE: Miller, Viola (1983). National Rural Project Module Creative Resource Identification for Providing Services to Rural Handicapped Students.

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TABLE II

Changes in Related/Support Services Personnel

Type of Personnel	Contracted Before PL 94-142	Contracted After PL 94-142	Percent Change
Speech Therapist	17%	21%	+24%
School Psychologist	44%	45%	+02%
Physical Therapist	08%	60%	+650%*
Occupational Therapist	09%	50%	+456%*
Guidance Counselor	04%	05%	+25%
Hearing Consultant	15%	43%	+187%*
Visual Consultant	21%	40%	+91%*
Educational Diagnostician	07%	12%	+71%*
Itinerant Teachers	11%	03%	-73%*
Teacher Consultant	03%	09%	+200%*
Preschool Screening	--	--	--

Type of Personnel	Non Contracted Before PL 94-142	Non Contracted After PL 94-142	Percent Change
Speech Therapist	52%	72%	+39%*
School Psychologist	24%	52%	+117%*
Physical Therapist	03%	12%	+300%*
Occupational Therapist	04%	07%	+75%*
Guidance Counselor	55%	76%	+38%*
Hearing Consultant	13%	25%	+92%*
Visual Consultant	11%	16%	+45%
Educational Diagnostician	17%	39%	+129%*
Itinerant Teachers	16%	43%	+169%*
Teacher Consultant	09%	23%	+156%*
Preschool Screening	16%	79%	+394%*

	Total Percent Differences
Speech Therapist	+63%*
School Psychologist	+119%*
Physical Therapist	+950%*
Occupational Therapist	+531%*
Guidance Counselor	+63%*
Hearing Consultant	+279%*
Visual Consultant	+136%*
Educational Diagnostician	+200%*
Itinerant Teachers	+96%*
Teacher Consultant	+356%*
Preschool Screening	+394%*

* Significant to the .05 level

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SOURCE: Helge (1980)
Miller, Viola (1983). National Rural Project Module Creative Resource Identification for Providing Services to Rural Handicapped Students

TABLE III*

Describe Problems in Initiating Interagency Collaboration*

At the National Level		At the Regional or Local Level	
"Turfdom"	44%	"Turfdom"	50%
Budgetary constraints	22%	Lack of resources to implement IAC at local levels	33%
Specific individual initiating IAC	15%	Lack of communication between local & federal agencies	22%
Political constraints	14%	Specific individual initiating IAC	13%
Lack of internal support in each agency	11%	Political constraints	10%
Time consumption	08%	Lack of internal communication in agencies	13%
Lack of communication among agencies	07%	Impossible task	04%
Lack of communication from federal & other levels	07%	No problems	03%
Inadequate definition of agency responsibilities for IAC	07%	Difficulty convening agencies	02%
Difficulties convening agencies	03%		
Needs not met by IAC	03%		
IAC is a negative term	02%		
Paperwork	01%		

* Percentages reflect the total percentage of respondents (N = 100) stating a specific opinion. (Helge, 1981)

*SOURCE:
NRP Module: Creative Resource Identification for Providing Services to Rural Handicapped Students

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TABLE IV *

If a Group of Federal Agencies and Professionals Convened to Collaborate to Enhance Rural Special Education Services, What Outcomes Would You Expect?*

At the National Level		At the Regional or Local Level	
Establish communication linkages	27%	Improve service delivery at local level	39%
Improve changes in service delivery	25%	Establish communication linkages	15%
Establish formal working agreement for IAC	20%	Implement funding changes to impact local districts agencies	15%
Improved national focus on rural issues	20% 20%	Create awareness of local rural issues	10%
No outcomes expected in current political climate	10%	Disseminate best practices	04%
Legislative changes	10%	No outcomes expected in current political climate	02%
Changes in administrative structure	09%		
Increase cost effectiveness of services	06%		
Attitude changes	04%		

* Percentages reflect the total percentage of respondents (N = 100) stating a specific opinion. (Helge, 1981)

SOURCE: NRP Module: Creative Resource Identification for Providing Services to Rural Handicapped Students

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services, communication linkage, implementation of funding changes to impact local districts and creating an awareness of local rural issues (Helge, 1981).

Baker (1980) discussed areas of potential difficulty in interagency collaboration and posed the suggestion that careful planning may minimize many of the difficulties. Numerous problems continue to exist in interagency collaboration. However, such cooperation is essential in rural areas.

Miller, Viola (1983). National Rural Project Module Creative Resource Identification for Providing Services To Rural Handicapped Students.

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Helge, D. A report regarding interagency collaboration to facilitate services for rural handicapped students. NRP., Center for Innovation and Development: Murray, KY 1981.

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TRANSPARENCY/HANDOUT MASTER

Table 1

Types of Interagency Involvement Before and After Implementation of PL 94-142

	Before PL 94-142	After PL 94-142	Percent Change
Mental Health and Comprehensive Care Agencies	25%	48%	+92%*
Vocational Rehabilitation Agencies	07%	17%	+143%*
Residential Placement Agencies	09%	11%	+22%
Social Service Agencies	21%	25%	+19%
Law Enforcement Agencies	07%	09%	+29%
Public Health and Professional Medical Agencies	19%	13%	-32%
Family and Child Service Agencies	08%	13%	+63%
Cooperatives	07%	29%	+314%
Head Start Agencies	03%	04%	33%
Universities	0%	05%	**
Private Foundations	0%	05%	**
Other: Easter Seal, CETA, Sheltered Workshops	01%	11%	+1000%*
No Interagency Agreements	31%	03%	-90%*

* Significant to the .05 level

** Increase infinite; statistic cannot be calculated

Report from 75 school districts and 17 cooperatives in a study by National Rural Research and Personnel Preparation Project (Helge, 1980)

SOURCE: NRP Module: Creative Resource Identification for Providing Services to Rural Handicapped Students (1983)

TRANSPARENCY/HANDOUT MASTER

TABLE II

Changes in Related/Support Services Personnel

Type of Personnel	Contracted Before PL 94-142	Contracted After PL 94-142	Percent Change
Speech Therapist	17%	21%	+24%
School Psychologist	44%	45%	+02%
Physical Therapist	08%	60%	+650%*
Occupational Therapist	09%	50%	+456%*
Guidance Counselor	04%	05%	+25%
Hearing Consultant	15%	43%	+187%*
Visual Consultant	21%	40%	+91%*
Educational Diagnostician	07%	12%	+71%*
Itinerant Teachers	11%	03%	-73%*
Teacher Consultant	03%	09%	+200%*
Preschool Screening	--	--	--

Type of Personnel	Non Contracted Before PL 94-142	Non Contracted After PL 94-142	Percent Change
Speech Therapist	52%	72%	+39%*
School Psychologist	24%	52%	+117%*
Physical Therapist	03%	12%	+300%*
Occupational Therapist	04%	07%	+75%*
Guidance Counselor	55%	76%	+38%*
Hearing Consultant	13%	25%	+92%*
Visual Consultant	11%	16%	+45%
Educational Diagnostician	17%	39%	+129%*
Itinerant Teachers	16%	43%	+169%*
Teacher Consultant	09%	23%	+156%*
Preschool Screening	16%	79%	+394%*

	Total Percent Differences
Speech Therapist	+63%*
School Psychologist	+119%*
Physical Therapist	+950%*
Occupational Therapist	+531%*
Guidance Counselor	+63%*
Hearing Consultant	+279%*
Visual Consultant	+136%*
Educational Diagnostician	+200%*
Itinerant Teachers	+96%*
Teacher Consultant	+356%*
Preschool Screening	+394%*

* Significant to the .05 level

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SOURCE: Helge (1980) R.E.P. module Creative Resource Identification for Providing Services to Rural Handicapped students.

TRANSPARENCY/HANDOUT MASTER

TABLE III

Describe Problems in Initiating Interagency Collaboration*

At the National Level		At the Regional or Local Level	
"Turfdom"	44%	"Turfdom"	50%
Budgetary constraints	22%	Lack of resources to implement IAC at local levels	33%
Specific individual initiating IAC	15%	Lack of communication between local & federal agencies	22%
Political constraints	14%	Specific individual initiating IAC	13%
Lack of internal support in each agency	11%	Political constraints	10%
Time consumption	08%	Lack of internal communication in agencies	13%
Lack of communication among agencies	07%	Impossible task	04%
Lack of communication from federal & other levels	07%	No problems	03%
Inadequate definition of agency responsibilities for IAC	07%	Difficulty convening agencies	02%
Difficulties convening agencies	03%		
Needs not met by IAC	03%		
IAC is a negative term	02%		
Paperwork	01%		

* Percentages reflect the total percentage of respondents (N = 100) stating a specific opinion. (Helge, 1981)

Source: NRP Module Creative Resource Identification for Providing Services to Rural Handicapped Students.

TRANSPARENCY/HANDOUT MASTER

TABLE IV

If a Group of Federal Agencies and Professionals Convened to Collaborate to Enhance Rural Special Education Services, What Outcomes Would You Expect?*

At the National Level		At the Regional or Local Level	
Establish communication linkages	27%	Improve service delivery at local level	39%
Improve changes in service delivery	25%	Establish communication linkages	15%
Establish formal working agreement for IAC	20%	Implement funding changes to impact local districts agencies	15%
Improved national focus on rural issues	20%	Create awareness of local rural issues	10%
No outcomes expected in current political climate	10%	Disseminate best practices	04%
Legislative changes	10%	No outcomes expected in current political climate	02%
Changes in administrative structure	09%		
Increase cost effectiveness of services	06%		
Attitude changes	04%		

* Percentages reflect the total perçentage of respondents (N = 100) stating a specific opinion. (Helge, 1981)

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Source: NRP Module: Creative Resource Identification for Providing Services to Rural Handicapped students.

ATTACHMENT 4C

Simulation Items

Excerpt from National Rural Project Module Creative Resource Identification for Providing Services to Rural Handicapped Students, Viola Miller, Ed.D., 1983.

APPENDIX I

Simulation Items *

SOURCE: Miller, Viola (1983). NRP Module Creative Resource Identification for Providing Services to Rural Handicapped Students.

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FIRST BAPTIST CHURCH OF
WARREN SPRINGS COUNTY

Rev. Orvil Newell, Minister

Dear Dee Landers:

Our church has raised $500.00 to purchase a new wheelchair for Bill Avery, a child in your class. We need your help to find out what kind of chair to buy and where to get it.

Sincerely,

Rev. Orvil Newell

Rev. Orvil Newell
Minister

Content Break:

(Note to Landers: You know that $500 is approximately 1/3 of the funds needed to purchase a wheelchair.)

Source: Miller, Viola (1983) NRP module Creative Resource Identification for Providing Services to Rural Handicapped Students.

Dear Dee Landers,

My 16 year old retarded son has been in special education since he started school. He's a big boy and strong and I want him to be able to find work in Warren Springs when he gets older.

Could you help me find out who could help us? Thank you.

Mrs. Grayson Ellis
Mother of David Ellis

Source: Miller, Viola (1983). NRP Module Creative Resource Identification for Providing Services to Rural Handicapped Students.

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WARREN SPRINGS COUNTY

LIONS CLUB

Dee Landers
Warren Springs County
Special Education Cooperative
Centerville, Mesa 03241

Dear Dee Landers:

This is to confirm our discussion where you agreed to speak to our next Lions Club luncheon. The luncheon will be held at the Holiday Inn from 12:00-1:30 p.m., on the third Saturday of the month. We would like for the special educator to speak on the topic, "The Role of the Community in Meeting the Needs of the Handicapped." The speech should be approximately 20 minutes long.

If you would prepare a copy of your presentation (extensive outline or draft of your speech), I will make copies available to the Lions and the news media.

Thank you for your willingness to help us get involved in the movement to help the handicapped.

Sincerely,

Joe Maybry

Joseph Maybry
Program Chairman

SOURCE: Miller, Vicki (1983) NRP Module Creative Resource Identification for Providing Services to Rural Handicapped Students.

WARREN SPRINGS COUNTY SCHOOL SYSTEM

Gillett Elementary
R. Nordic, Principal

TO: Dee Landers

FROM: R. Nordic

SUBJECT: FUNDING FOR HEARING AID FOR ALBERT RASMAN

Recently I received a note from Mrs. Rasman, mother of 6 year old TMR - Albert Rasman. Al has recently had his hearing tested and a hearing aid has been recommended. The family is just over the income restriction for State Crippled Children's Assistance. The parents feel that they can afford approximately $100 toward the purchase price of $400.

I suggest a fund-raising campaign as the community has been responsive in the past. What are your thoughts on this? Let me know as soon as possible.

R.

R. Nordic
Principal

Source: Miller, Viola (1983). NRP Module Creative Resource Identification for Providing Services to Rural Handicapped Students.

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COMPETENCY 4: Students will demonstrate skills in working with parents of rural handicapped students.

Objective 1: Students will discuss the characteristics and problems of rural parents having handicapped children.

Objective 2: Students will discuss methods of communicating with rural parents.

Objective 3: Students will discuss steps in designing a parent education system in a rural setting.

Objective 4: Students will become aware of preferred methods of utilizing parent and community resources in a rural setting.

COMPETENCY 4
Objective 1

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The sample content, materials, and activities for Objective 1 of this competency attached here were excerpted from the National Rural Project Module Working With Parents of Rural Handicapped Children, Sam Minner, 1983, p. 2-15. The entire module is available from the Grant Office.

Objective #1: (Student will discuss the characteristics and problems of rural parents having handicapped children). Time required to complete Objective #1 activities: approximately 90 minutes.

Background Information:

Helge (1981) found that one of the most critical problems in rural districts was involving parents of handicapped children in program planning and implementation. She found that rural parents often played a passive role in the educational process. Parents rarely disagreed with suggestions made by school officials and in some cases, chose not to participate in school activities at all. Possible reasons for this limited involvement include the following:

1. Parents residing in rural areas may fear or mistrust school personnel (Helge, 1980).

2. Rural parents sometimes feel that parental and school responsibilities should be kept separate and distinct from each other (Helge, 1980).

3. Some subculture groups residing in rural areas do not value education as highly as the majority population does. Consequently, interaction with school personnel may be minimal or nonexistent (Helge, 1981).

4. Some handicapped children residing in rural areas are quite capable of meeting the demands of life in their subculture. Resultingly, parents may be unconcerned with the alleged "handicapping conditions" identified by school officials (Helge, 1981).

SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

5. Some parents in rural areas face such difficult problems themselves, that the education of their handicapped child may not be perceived as a pressing problem. Some parents face severe economic hardships, for example, which may tend to diminish the importance of assisting schools in developing appropriate IEP's or insuring that all required services are actually provided to a handicapped student (Helge, 1981).

6. Parents residing in rural areas sometimes have significantly different expectations for handicapped children than do teachers and other school personnel (Helge, 1981). For example, some parents may not be overly concerned about their child acquiring certain academic skills they consider unnecessary for vocations available in their geographical area.

In short, the characteristics and needs of parents of handicapped children residing in rural areas are diverse and highly individual. Cordell (1978) and Helge (1981) felt that the greatest single need of parents in rural areas is to obtain information regarding their rights and the responsibilities of their local schools to provide appropriate educational services to handicapped students (see Objective #3 for suggestions regarding how parent education groups may be formed in rural areas).

Procedures:

1. The instructor should use OV #1A to review selected characteristics and needs of parents residing in rural areas. Be sure to point out that rural parents are a highly diverse group and that generalizations about this population are difficult (and perhaps dangerous) to make.

2. Pass out HO #1A, HO #1B, HO #1C, HO #1D, HO #1E, and HO #1F to simulate teacher reactions to these characteristics and needs. Allow students several minutes to read each handout. Ask students to discuss their reactions to each situation noted on each handout. Students may work in groups or individually. Ask students the following questions about these situations:

   (a) How would you react if a parent made these kinds of statements?

SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

(b) Can you think of some approaches to take in working with these parents?

3. After discussing the situations noted on the handouts, suggest to students that two common pitfalls need to be avoided when working with rural parents. Use OV #18 to review these pitfalls. Discuss how these pitfalls may be avoided. A discussion outline appears below:

Principle 1: Admit Your Ignorance of Subculture Values.

Many teachers, especially first year teachers, assume that they understand the needs and problems of the children and families they work with. This assumption is especially dangerous in some rural areas where subculture values are significantly different from the values held by the majority population. Discuss methods of becoming familiar with the values and mores of the area. Suggest that they attend meetings sponsored by local community groups. Perhaps they could seek out experienced teachers who have worked in the community for several years. Libraries may have some materials describing local customs, history, etc.

Principle 2: Avoid Paternalistic Thinking.

Some teachers seem to feel that they know what is in the best interests of children to a greater degree than do the children's parents. Discuss the problems associated with this paternalistic attitude. Suggest to students that all parental views should be considered--even if those views are contrary to what they learned in school or what they may personally believe. Impress upon students that, in general, a child's parent cares more about that child than does any other person (including the child's teacher). Ask that students view parental attitudes in relation to this point.

SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

HANDOUTS OR
OVERHEADS FOR OBJECTIVE 1

SOURCE: National Rural Project Module: Working With Parents of Rural Handicapped Students

NEEDS AND CONCERNS OF RURAL PARENTS REGARDING THEIR HANDICAPPED CHILDREN

1. Parents residing in rural areas may fear or mistrust school personnel.

2. Rural parents sometimes feel that parental and school responsibilities should be kept separate and distinct from each other.

3. Some subculture groups residing in rural areas do not value education as highly as the majority population does. Consequently, interaction with school personnel may be minimal or nonexistant.

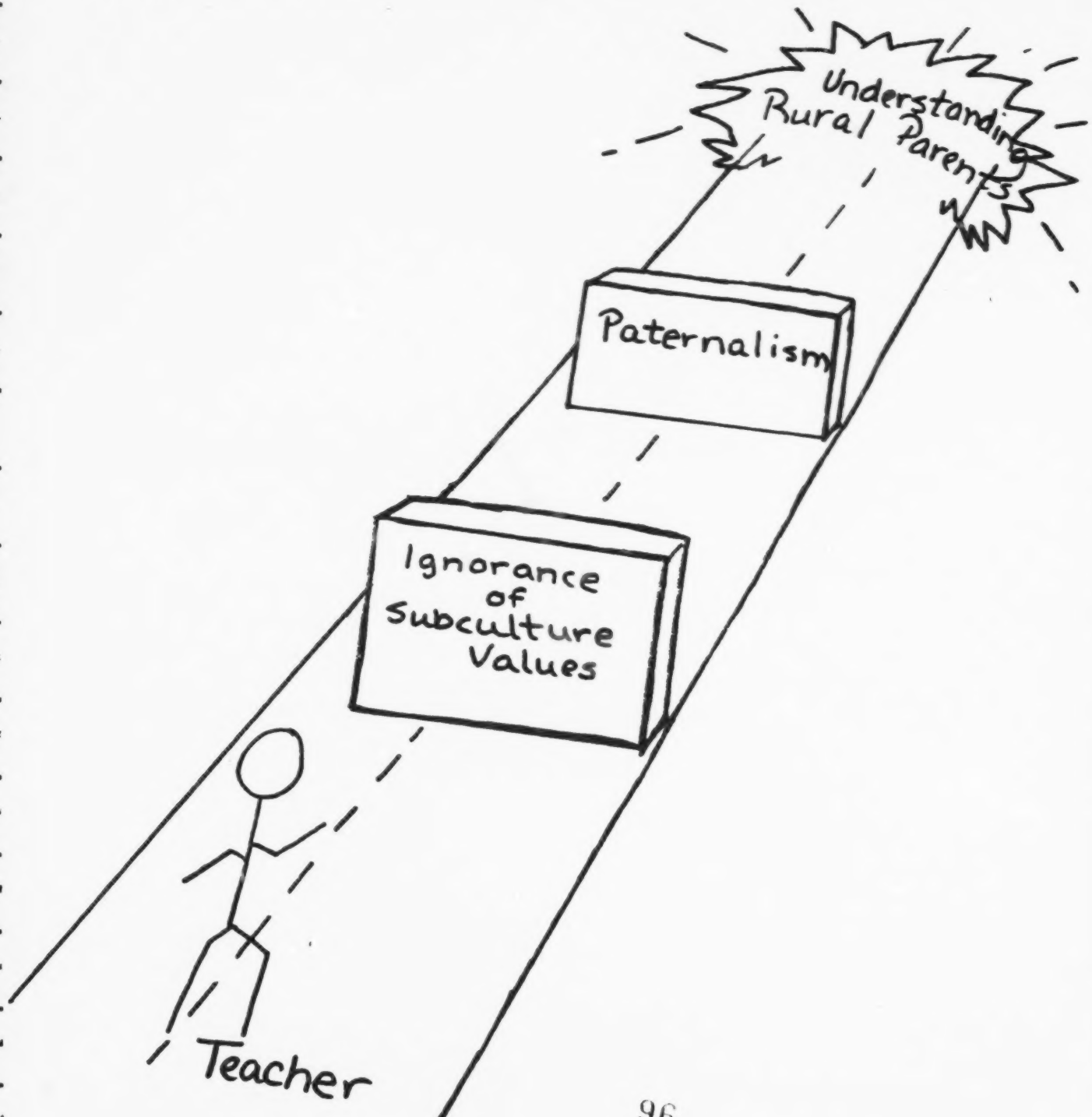
4. Some handicapped children residing in rural areas are quite capable of meeting the demands of life in their subculture. Resultingly, parents may be unconcerned with the alleged "handicapping conditions" identified by school officials.

5. Some parents in rural areas face difficult problems themselves. The education of their handicapped child may not be perceived as a pressing problem compared to other life difficulties.

6. Parents in rural areas may have significantly different expectations for their child than teachers or other school personnel.

SOURCE NRP Module: Working with Parents of Rural Handicapped Students.

COMMON OBSTACLES IN UNDERSTANDING THE CHARACTERISTICS OF RURAL PARENTS



SOURCE: NRP MODULE · Working With Parents of Rural Handicapped Students.

HANDOUTS FOR OBJECTIVE 1

SOURCE: NRP Module WORKING WITH PARENTS OF RURAL Handicapped CHILDREN

HO #1A

A PARENT WHO FEARS OR MISTRUSTS SCHOOL PERSONNEL

I don't want my boy involved in special education. I had some trouble in school and I made it all right. I have a job now. I earn a living. I don't really understand about all these IEP's and other things you talk about. It's all so new. It kind of scares me really. I think I'd like things a lot better if you would just give my son a regular education--the kind I had when I was in school.

SOURCE: WORKING WITH PARENTS OF RURAL HANDICAPPED STUDENTS NRP MODULE

HO #13

A PARENT WHO DESIRES TO KEEP SCHOOL AND HOME RESPONSIBILITIES SEPARATE

I know you folks at the school want to do right by my little girl and I know that you're a lot smarter than me or my husband. We both had to quit school when we were about sixteen and I'm sure not proud of it. A teacher last year tried to explain all about special education to us and to tell you the truth, we didn't understand anything that she said. You just go ahead and do whatever you think best. We'll sign any papers that you want us to sign and we'll try to do whatever you tell us to do at home. I don't want you to think that me and my husband don't care about our little girl just because we don't come to school when you ask us to. We only got one car and my husband takes it to work each day. He don't get back from work until about six o'clock. Like I said, you just go ahead and do what you think is right. We'll go along with whatever you say.

SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

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HO #1C

A PARENT WHO SEES LITTLE VALUE IN EDUCATION

Karen isn't very good in school and we know that she can read a little and figure out the answers to most math problems though. The truth is, we just want Karen to grow up and get married to some nice man around here. We know that she'll never go to college or probably ever have a paid job. Really, I think education is more for boys. They need to earn a living. They need to get a good job. School just really isn't that important for Karen.

SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

HO #1D

A PARENT WHO FEELS THAT HIS/HER CHILD CAN ADEQUATELY FUNCTION IN THE SUBCULTURE

Richard gets by just fine at home and frankly, we think he'll be fine when he graduates from school. Now, I don't want you to get mad or anything, but sometimes it seems like he only has problems while he is here at school. He has a part time job helping our neighbor on his farm and he does fine there. He's a good boy. He helps around home a lot. He wants to work in the mine like me when he gets out of school and I think that would be just fine if he wants to. I know he has some problems, but they really don't seem that great to me. He'll get by just fine when he's not here (at school).

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SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

HO #1E

A PARENT WHO HAS SIGNIFICANT LIFE PROBLEMS HIMSELF/HERSELF

Look, I just can't deal with all of this right now. I know that James is slow and I know that he needs a lot of help in school. But, you have to realize that everyone in the family has it rough. I'm working two jobs now and we still barely have enough to go around. My wife has a part time job which means the kids have to do quite a few chores around the house. You want us to come to some IEP meeting. You want us to come to a parent group. We love all of our kids and James has always been kind of special to us, but we just can't do any more than what we're doing now. You ever drive one hour to get to a job where you sweat all day then drove to another job where you worked half the night? If you did, I bet you wouldn't attend school meetings either.

SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

HO #1F

A PARENT WHO HAS DIFFERENT EXPECTATIONS FOR HIS/HER CHILD

My wife and I want Robert to go to a technical school after he graduates. We want him to learn to be a mechanic so he can work on heavy equipment. Those guys really make a pretty good living. He's already reading well enough to be a mechanic so we don't really understand why you keep working on reading and things like that. You said that Robert could do whatever he wanted to do--maybe go to college even. Well, we're not interested in that. We want him to be a mechanic and I'm afraid that we're not going to allow you to keep teaching him to read better. Also, we want you to stop putting all those ideas in his head about college.

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SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

REFERENCES USED IN MODULE

Objective #1

Cordell, D. The Disabled Child in Rural Areas. The Exceptional Parent, February, 1978, pp. 21-24.

Helge, D. A National Comparative Study Regarding Rural Special Education Delivery Systems Before and After Passage of PL 94-142. Available from the National Rural Research and Personnel Preparation Project, Murray State University, Murray, Kentucky 42071. 1980.

Helge, D. Problems in Implementing Comprehensive Special Education Programming in Rural Areas. Exceptional Children, 47, 7, 1981. pp. 514-520.

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SOURCE: National Rural Project Module Working With Parents of Rural Handicapped Students, Sam Minner, 1983.

COMPETENCY 4

Objective 2: Students will discuss at least three methods of communicating with parents residing in a rural area and list advantages and disadvantages of each approach.

The National Rural Project Module Working With Parents of Rural Handicapped Students provides background information for the Instructor and students (p. 16-17), provides three transparencies (p. 20-23) to elicit class discussion:
(1) "Reasons Why Parent-Teacher Communication is Desirable"
(2) "Problems Inhibiting Parent-Teacher Interactions in Rural Areas"
(3) "Possible Methods of Increasing Home-School Communication in Rural Areas"
and hand-outs for small group work and class discussions.

Objective 3: Students will list steps to be taken in designing a parent education system in a rural setting.

The National Rural Project Module Working With Parents of Rural Handicapped Students provides background information/suggestions for the Instructor (p. 26-27), two transparencies (p. 29-30) to elicit class discussion:
(1) "Steps Involved in Establishing Effective Parent Groups"
(2) "Suggestions for Educating Parents in Rural Areas"
and hand-outs to be used for class discussion or small group activity.

Objective 4: Students will describe preferred methods of utilizing parent and community resources in a rural setting.

The National Rural Project Module Working With Parents of Rural Handicapped Students contains a brief background information section for the Instructor (p. 35), a transparency "Utilizing Parent and Community Resources in a Rural Setting" (p. 37), and hand-outs which provide simulation problem situations for group discussion.

The Module also contains a Pre-Post Test for Working With Parents of Rural Handicapped Students on pages 42-51.

Additional Resources for Competency 4: (all available from the Grant Office)

A. National Rural Project Module Solving Rural Parent-Professional Related Dilemmas developed by Alan Beane, Ph.D., in 1983. This module provides information regarding:

(1) the variety of educational dilemmas an educator may experience while working in a rural area;
(2) the value of group problem-solving;
(3) the variety of strategies that may be employed to solve educational dilemmas

The Module provides a section on Instructor Preparation, a series of Educational Dilemmas, Rural Profile Sheets and Abstracts (successful strategies) for solving the dilemmas.

B. National Rural Project Module Creative Resource Identification for Providing Services to Rural Handicapped Students has a section (p. 29-34) on the role of parents as resources in a rural community which contains a brief stimulus paper, a transparency "Parent-Teacher Partnership Information Forms" and class discussion questions.

C. Helge, Doris (1984). "Strategies: Addressing the Difficulties of Involving Rural Parents in the Special Education Program"

COMPETENCY 5: Students will demonstrate an understanding of personal development skills (a) for their own professional growth and (b) to build a local support system in their rural environments.

A. The National Rural Project Module Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator: Student Text, Doris Helge.

This Module is divided into four sections:

1. Introduction to Stress Concepts and Effects for Rural Special Educators - contains introductory material defining stress, discussing its dynamic attributes and implications for rural educators. It concludes with steps for designing a personalized stress reduction master plan.

2. Cognitive Methods of Stress Management - consists of a series of activities which enable the student to (1) identify his/her stress patterns, (2) recognize emotions, (3) apply an emotional continuum to his/her stress reduction, (4) identify currently used stress reduction methods and resources, and (5) identify and practice new stress reduction methods. The activities are designed to assist in development of an ongoing strategy for stress management and are based on the 10 cardinal principals for dealing with stress, including how to recognize and analyze power and communication systems and how to negotiate your point of view. A task sheet to accompany each activity is included.

3. Affective Methods of Stress Reduction - This section contains an introduction to techniques, a discussion on structuring appropriate, non-threatening releases for anger, structuring social support groups, and building positive co-worker relationships, enhancing a positive attitude and becoming desensitized in anxiety-provoking situations. Exercises are provided to allow the student to practice the techniques.

4. Physiological Methods of Stress Reduction - This section provides an overview of various approaches to reducing stress through physiological means. The material presented focuses on increasing circulation, relaxation techniques, and nutritional approaches.

The module also provides a list of suggested readings and a bibliography.

B. Additional Resources for Competency 5 (available in Grant Office)

National Rural Project Module Working With Peer Professionals in Rural Environments: The purpose of this module is to give preservice special educators an opportunity to identify strategies for solving educational dilemmas. It can be used for individual study or be the focus of group problem solving or role playing. Students are guided through a series of problem solving steps to help them identify the best strategies for dealing with the dilemmas. The module provides:
(1) a section on Instruction Preparation

(2) a series of 19 educational dilemmas which were identified by 100 as situations actually occurring in rural school settings.
(3) Appendix A which includes profile sheets and abstracts compiled by the National Rural Project. The profile sheets describe successful problem solving strategies for solving related dilemmas.
(4) a cross-reference guide to help organize the presentation of each dilemma and to make effective use of the related resource materials. The guide indicates the major topics examined, the page numbers of related dilemmas, and where appropriate, the location of resource materials.

The "Activities" section p. 5-13 of the module provides a step-by-step guide for the Instructor for conducting the module for both individual study and for a small group problem solving approach.

The following is a complete list of the preservice curriculum modules developed by The National Rural Research and Personnel Preparation Project (NRP), Western Washington University, Bellingham, Washington that are available from the Rural Education Grant Office.

1. A Bandwagon Without Music: Preparing Rural Special Educators. Lawrence W. Marrs, Ph.D., 1983.

2. A National Comparative Study Regarding Rural Special Education Delivery Systems Before and After Passage of PL 94-142. Doris Helge, Ph.D., 1980.

3. Alternative Instructional Arrangements and Delivery Systems for Low-Incidence Handicapped Children in Rural America. Marilyn Condon, Ed.D., March, 1983.

4. Creative Resource Identification for Providing Services to Rural Handicapped Students. Viola Miller, Ed.D., March, 1983.

5. Effective Service Delivery Strategies Appropriate for Specific Rural Subcultures: Sample Profiles. National Rural Research and Personnel Preparation Project Staff, 1980.

6. Ensuring Excellence in Rural Education. The American Association of School Administrators, contact person: Walter G. Turner.

7. Generic Problems or Solutions in Rural Special Education. Lawrence W. Marrs, Ph.D., 1983.

8. Individualizing Staff Development in Rural School Districts to Enhance Services For All Children, Including The Handicapped. Doris Helge, Ph.D., 1981.

9. Involving Citizens and Agencies in Rural Communities in Cooperative Programming for Handicapped Students. Lawrence W. Marrs, Ph.D., 1983.

10. National Rural Research and Personnel Preparation Project (NRP) Final Report. Doris Helge, Ph.D., Project Director and John Boltz, M.S.W., Assistant Project Director, October, 1979.

11. Personal Development Skills and Strategies for Effective Survival as a Rural Special Educator: Student Text. Doris Helge, Ph.D., 1983.

12. Personnel Recruitment and Retention In Rural America. Doris Helge, Ph.D. and Lawrence W. Marrs, Ph.D., May, 1981.

13. Solving Educational Dilemmas Related to School Administration. Allan Beane, Ph.D., March, 1983.

14. Solving Rural Parent-Professional Related Dilemmas. Allan Beane, Ph.D., March, 1983.

15. Strategies For Serving Rural Children With Low-Incidence Disabilities. Doris Helge, Ph.D., April, 1984.

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List of NRP Modules available from the Rural Education Grant Office con't.

16. THE STATE OF THE ART OF RURAL SPECIAL EDUCATION. Doris Helge, Ph.D.

17. Warren Springs, Mesa: A Rural Preservice Simulation For Use With NRP-Developed Rural Preservice Modules. Lawrence W. Marris, Ph.D. and Sandy Watkins, M.S., March, 1983.

18. Working With Parents of Rural Handicapped Students. Sam Minner, Ph.D., March, 1983.

19. Working With Peer Professional in Rural Environments. Allan Beane, Ph.D., March, 1983.

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Chrouser, Donna M. A Rural Teaching Experience: Dream or Nightmare? Small School Forum, 1, (1), 1-2, Spring, 1980.

* Cole, Jack T. And Others. Providing Services to Exceptional Students in Rural Areas: Some Solutions. Rural Educator, 2, (3), 7-13, Spring, 1981.

Davis, Judith A. and Plas, Jeanne M. A Lens Model Approach to the Evaluation of Consumer Experiences with Special Education Service Delivery. Journal of Special Education, 17, (1), 89-103, Spring, 1983.

* Frith, G., et.al. A Non-Categorical Approach for Serving Exceptional Children of Low Incidence Exceptionalities in Rural Areas. EDUCATION, 101, (3), 276-278, Spring, 1981.

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